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ABSTRACT

This model instructional unit was developed to aid business teachers in Louisiana to prepare students in grades 10-12 for business and office employment, further educational experiences, and responsible consumer activity. It provides guidance on model performance objectives, current technology content, sources, and supplemental materials. Following a course description and rationale, the guide contains 12 instructional units covering the following topics: introduction to recordkeeping; personal financial planning records; personal banking records; personal tax records; business cash records; business merchandising records; business payroll records; accounting--fundamentals; accounting--journalizing and posting; accounting--purchase and sales; accounting--financial statements; and filing. Each unit consists of an introduction; competencies; general performance objectives/goals; specific performance objectives and mastery criteria; methodology; suggested interest approaches; unit outline; subject matter content related to specific performance objectives and learning activities; activity sheets; transparency masters; test with answer key; evaluation and testing methods; and equipment and supply list. (KC)

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COMPETENCY-BASED RECORDKEEPING

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LOUISIANA DEPARTMENT OF EDUCATION

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BULLETIN NO. 1781
COMPETENCY-BASED RECORDKEEPING

Issued by

Office of Vocational Education

Elaine Webb, Ed.D.
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State Superintendent

1986

FOREWORD

This curriculum guide, Competency-Based Recordkeeping, was produced as a result of a project funded by the Louisiana State Department of Education to Nicholls State University, Thibodaux, Louisiana. These units were developed with the assistance of Business Education teachers in the State of Louisiana.

The instructional units included in this curriculum guide have been written to aid teachers in preparing students for business and office employment, further educational experiences, and responsible consumer activity. This guide lists specific objectives which, when met, will accomplish all of these goals for the student.

Thomas G. Clausen

Thomas G. Clausen, Ph.D.
State Superintendent of Education

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This publication represents the cooperative efforts of personnel at Nicholls State University and the Business Education Section in the Office of Vocational Education, Louisiana State Department of Education. Special recognition goes to Dr. Betty A. Kleen who served as project director and to Dr. Debbie D. DuFrene who served as workshop instructor in the development of the guide. Special commendation goes also to members of the writing team who worked diligently to make this publication a reality and to Ms. Lynn Davis, project typist.

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COURSE DESCRIPTION

Recordkeeping is a course designed to enable students to develop the skills of keeping simple records for both business and personal applications. The course includes units in the maintaining of personal records for financial planning, banking, and taxes. Business records maintenance is emphasized in units covering cash records, merchandising records, and payroll. Units on accounting fundamentals and filing procedures are also included.

Prerequisites: None

Suggested Grade Level: 10-12

Total Number of Weeks: 36

Units of Credit: 1

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RATIONALE

Recordkeeping is an integral part of all business operations as well as basic to responsible consumer activities. A recordkeeping course exposes students to various source documents and recording procedures and emphasizes the formation of positive work habits and attitudes. Such a course should be designed so that, upon successfully completing the course, students may advance to accounting courses, may maintain personal financial records, and may be able to accept entry-level recordkeeping positions in business. These positions include cashier, sales clerk, accounts receivable clerk, purchasing clerk, stock clerk, payroll clerk, accounts payable clerk, and cash clerk.

Units have been arranged so that personal applications are introduced first. Business applications involving specific areas are then presented. These divisions have been so designed as to encompass the first semester of instruction. In the second semester, the fundamental accounting cycle is covered, introducing students to double-entry bookkeeping procedures; basic filing procedures are also introduced.

In schools in which the role of the recordkeeping course is remedial, extended emphasis can be given to the earlier units involving only single-entry bookkeeping applications.

This guide affords assistance to the recordkeeping teacher by providing complete units of instruction including competencies, objectives, methodology, content outlines, activities, sample unit tests, ideas for bulletin boards, and lists of material supplies.

SUGGESTED TIME SCHEDULES

		Weeks
I.	INTRODUCTION TO RECORDKEEPING	2
II.	PERSONAL FINANCIAL PLANNING RECORDS	2
III.	PERSONAL BANKING RECORDS	3
IV.	PERSONAL TAX RECORDS	3
V.	BUSINESS CASH RECORDS	3
VI.	BUSINESS MERCHANDISING RECORDS	3
VII.	BUSINESS PAYROLL RECORDS	2
VIII.	ACCOUNTING FUNDAMENTALS	3
IX.	ACCOUNTING--JOURNALIZING AND POSTING	4
X.	ACCOUNTING--PURCHASES AND SALES	4
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UNIT I

INTRODUCTION TO RECORDKEEPING

INTRODUCTION

All students will benefit from having an understanding of recordkeeping at various times in their personal and business lives. With good recordkeeping skills, the students will be able to compete for jobs when they graduate and be able to take care of their personal business affairs.

The purpose of this unit is to present the basic recordkeeping skills needed by students: the ability to keep accurate and legible records, the ability to verify work, and the ability to follow directions.

Different types of business forms will be presented, and various types of recordkeeping careers will also be explored in this unit.

COMPETENCIES

1. Become aware of the need for recordkeeping.
2. Develop the skills of accuracy, verification, and legibility.
3. Explore the various kinds of records used in recordkeeping.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Differentiate various kinds of recordkeeping required in personal and business use.
2. Demonstrate the skill to inspect, verify, and correct information.
3. Practice good form, neatness, and legibility.
4. Distinguish among the various recordkeeping forms.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Students will be able to present an oral report on career opportunities in recordkeeping-related fields. Reports will be evaluated by a checklist.

2. Given a list of recordkeeping careers and duties on a written test, students will be able to match the careers and duties with at least 75 percent accuracy.

3. Students will be able to explain the three methods of processing records--manually, mechanically and electronically--on a written test with 75 percent accuracy.

4. In class, students will be able to discuss the purpose of records that are kept in the home, school, and business.

5. On a written test, students will be able to verify for accuracy two columns of names, numbers, and addresses with at least 75 percent accuracy.

6. Given lists of numbers and dates, students will be able to arrange these respectively in numerical and chronological order on a written test with at least 75 percent accuracy.

7. On a written test, students will be able to fill out a selected business form following printed directions with at least 75 percent accuracy.

8. On a written test, students will be able to define and give examples of three kinds of records--descriptive, financial, and combination--with at least 75 percent accuracy.

9. Given statements related to the fundamental skills of recordkeeping on a written test, students will be able to identify whether statements are true or false with at least 75 percent accuracy.

10. Students will be able to write all class work legibly.

METHODOLOGY

The purpose of the unit is to introduce the students to the study of Recordkeeping and how it may be applied in personal and business life. Every effort should be made to maintain high standards of performance with regard to good form, neatness, and legibility.

Workbooks, practice sets, guest speakers, periodicals, and field trips will be used to enhance student knowledge of business skills and modern techniques.

Many of these activities and sources are listed in the supplementary section of the unit.

SUGGESTED INTEREST APPROACHES

1. Invite guest speakers from local businesses to describe their careers or other jobs at their place of work.

2. Assign the reading of articles on careers and have students report orally on the findings.

3. Have students prepare displays and bulletin boards to stress important aspects of recordkeeping fundamentals.

4. View audiovisual aids associated with the unit.

5. Plan tours to observe the different methods various businesses use to process records.

UNIT OUTLINE

INTRODUCTION TO RECORDKEEPING

I. Careers in Recordkeeping

  A. Office cashier
  B. Payroll clerk
  C. Sales clerk
  D. Cash clerk
  E. Stock clerk
  F. Accounts receivable clerk
  G. Order clerk
  H. Purchasing clerk
  I. Accounts payable clerk

II. Need for Recordkeeping

  A. Importance of Records
    1. Personal Recordkeeping
    2. Business recordkeeping
  B. Methods of recordkeeping
    1. Manual
    2. Mechanical
    3. Electronic

III. Fundamental Skills of Recordkeeping

  A. Accuracy
    1. Need for skill
    2. Development and reinforcement of skill
  B. Verification
    1. Need for skill
    2. Development and reinforcement of skill

- C. Legibility
    - 1. Need for skill
    - 2. Development and reinforcement of skill
- D. Ability to follow directions
    - 1. Need for skill
    - 2. Development and reinforcement of skill

IV. Kinds of Records

- A. Descriptive
- B. Financial
- C. Combination

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. Students will be able to present an oral report on career opportunities in recordkeeping-related fields. A checklist will be used to evaluate reports.

Subject Matter Content	Learning Activities
Careers in Recordkeeping	1. Bring in classified ads taken from local newspapers relating job opportunities for people with recordkeeping skills. 2. Collect information from employment agencies, businesses, and libraries concerning careers in recordkeeping. 3. Prepare a bulletin board display using information from Activity 2. 4. Complete an "Unscramble Exercise" with recordkeeping-related terms. (Appendix A) 5. Prepare an oral report on one's career choice in recordkeeping. (Checklist for grading in Appendix B)

---

2. Given a list of recordkeeping careers and duties on a written test, students will be able to match the careers and duties with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Careers in Recordkeeping	1. View audiovisual aids relating to different careers in recordkeeping. 2. Select a specific job in the Dictionary of Occupational Titles and read the job descriptions to the class. 3. React to presentations given by several guest speakers from local businesses who described their jobs or other jobs at their places of work. 4. Complete a word-find puzzle. (Appendix C)

---

3. Students will be able to explain the three methods of processing records--manually, mechanically, and electronically--on a written test with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Methods of Recordkeeping	1. Visit a large company to observe how employees process records. 2. Discuss methods of processing observed during the tour. 3. Prepare a poster using pictures collected from magazines illustrating the methods of processing records. 4. Visit the school's computer center or various school departments using computers and observe how records are processed. 5. View audiovisual aids concerning the methods of processing records.

4. In class, students will be able to discuss the purpose of records that are in the home, school, and business.

Subject Matter Content	Learning Activities
Importance of Records	1. React to the presentation from guest speakers from the IRS, a local business, or school office concerning the importance of legible and accurate records.
	2. Compare in an oral discussion the forms kept for personal use with those for business use.
	3. View an audiovisual aid showing the importance of recordkeeping skills.

5. On a written test, students will be able to verify for accuracy two columns of names, numbers, and addresses with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Fundamental Skills of Recordkeeping Verification	1. Collect "bloopers" from publications and discuss the consequences that the examples of inaccuracies may have had.
	2. Discuss ways to develop accuracy in one's work.
	3. View audiovisual aids concerning inaccuracies in recordkeeping.
	4. Complete math drills found in a textbook and/or workbook and check for accuracy.

6. Given a list of numbers and dates, students will be able to arrange these respectively in numerical and chronological order on a written test with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Fundamental Skills of Recordkeeping Accuracy	1. Complete drills from textbook or workbook on arranging lists of numbers in numerical order.
	2. Complete drills on arranging dates in chronological order.
	3. Invite a representative from a long distance service company to explain the need for good skills in accuracy and verification.

7. On a written test, students will be able to fill out a selected business form following printed directions with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Ability to Follow Directions	1. Determine and list missing elements when given one or more sets of unclear or incomplete directions. (Examples--Directions for cooking, sewing, constructing items)
	2. Complete a job application following printed directions. (Appendix D)
	3. Complete drills found in the textbook or workbook.

---

8. On a written test, students will be able to define and give examples of three kinds of records--descriptive, financial, and combination--with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Kinds of Records	1. Collect samples of various recordkeeping forms from local businesses, schools, and home.
	2. Prepare a bulletin board from the forms collected.
	3. View audiovisual aids illustrating the kinds of records.

---

9. Given statements related to the fundamental skills of recordkeeping on a written test, students will be able to identify whether statements are true or false with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Fundamental Skills of Recordkeeping	1. Compose on note cards true/false questions related to the fundamental skills.
	2. Organize two teams and compete in a true/false game. If the statement is false, the player must indicate why it is false. (Points will be awarded for correct responses.)

---

10. Students will be able to write all class work legibly.

Subject Matter Content	Learning Activities
Fundamental Skills of Recordkeeping	1. Discuss some factors that affect legibility.
	2. Collect samples of handwriting that illustrate illegibility.
	3. View audiovisual aids concerning legibility.
	4. Review classmates' job applications to determine degree of legibility. (Appendix D)

APPENDIX A

UNSCRAMBLE EXERCISE

Directions: Unscramble the word or words at the right of the following statements.

	Statements	Scrambled Words	Answer
1.	One for whom other people work	oeympelr	
2.	One who works for another	poeelemy	
3.	Job or occupation	aercer	
4.	Working with information to prepare useful records	goeipcsrsn	
5.	Organized information about an event or subject	ceodrr	
6.	Information or facts	taad	
7.	A record of purchases and sales	nocuatc	
8.	An ability or talent	lilks	
9.	Correctness; without mistake or errors	rcyaucac	
10.	Basic or essential	lmafnetudna	
11.	To check for accuracy	yeivrf	
12.	A total written in small pencil figures	nlicep tfgoion	
13.	A piece of paper used to organize data	mrfo	
14.	Clear, easy to read	bglleei	
15.	Long lasting	arnetnmpe	

APPENDIX A

ANSWER KEY

1. employer
2. employee
3. career
4. processing
5. record
6. data
7. account
8. skill
9. accuracy
10. fundamental
11. verify
12. pencil footing
13. form
14. legible
15. permanent

APPENDIX B

ORAL REPORT CHECKLIST

Student's Name ______________________________ Topic ____________________

* 5 is the highest possible score in each category.

	0	1	2	3	4	5	COMMENTS
ORGANIZATION OF REPORT							
Introduction							
Body							
Conclusion							
BEHAVIOR AND MANNERISMS							
Eye Contact							
Facial Expression							
Posture and Gestures							
VOICE AND SPEECH							
Clarity							
Pronunciation							
Enunciation							
Grammar							
OVERALL PERFORMANCE							

Date ______________________________ Total Points ____________________

*Used with permission of Kathleen Audiffred and LaRue Speights of East St. John High School.

APPENDIX C

WORD SEARCH

Directions: This puzzle contains terms related to recordkeeping. Can you find the listed terms in the diagram?

Account

Accounts payable clerk

Accounts receivable clerk

Accuracy

Career

Cash clerk

Combination (record)

Data

Descriptive (record)

Directions

Electronic

Employee

Employer

Financial (record)

Form

Fundamental

Legibility

Manual

Mechanical

Office cashier

Order clerk

Payroll clerk

Pencil footing

Permanent

Processing

Purchasing clerk

Recordkeeping

Sales Clerk

Skill

Stock Clerk

Verification

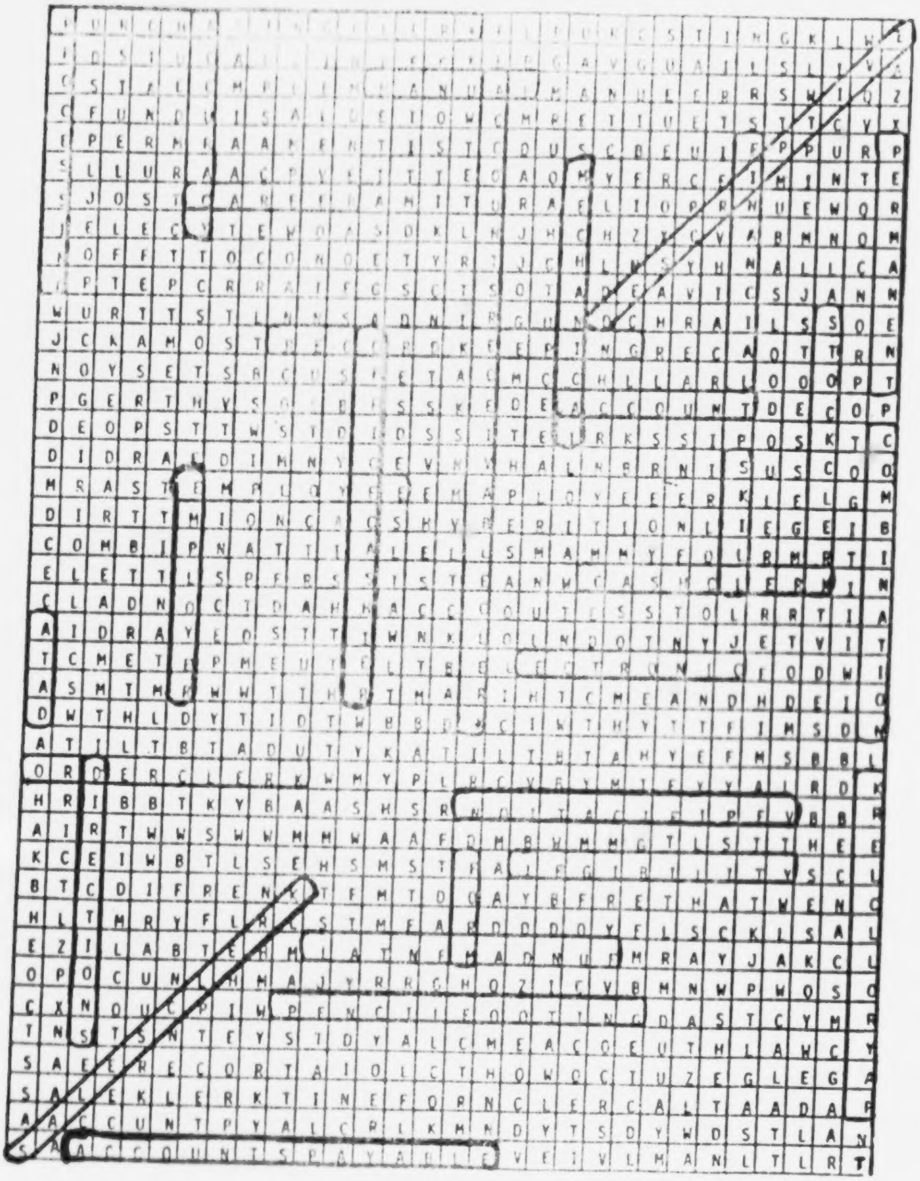
APPENDIX C

WORD SEARCH

P	U	R	C	H	A	S	I	N	G	C	L	E	R	K	F	L	P	U	R	C	S	T	I	N	G	K	L	W	E
R	D	S	T	U	C	A	U	C	I	N	R	E	C	K	E	P	G	A	V	G	U	A	I	L	S	L	I	V	A
O	S	T	A	E	C	M	P	L	E	M	M	A	N	U	A	L	M	A	N	U	E	E	R	R	S	W	I	Q	Z
C	F	U	N	D	U	I	S	A	L	D	E	I	O	W	C	M	R	E	T	I	U	E	T	S	T	T	C	V	X
E	P	E	R	M	R	A	A	M	E	N	T	I	S	T	C	D	U	S	C	B	E	U	I	F	P	P	U	R	P
S	L	L	U	R	A	A	C	P	Y	E	I	T	T	E	O	A	O	M	Y	F	R	C	E	I	M	I	N	T	E
S	J	O	S	T	C	A	R	E	E	R	A	M	I	T	U	R	A	E	L	I	O	P	R	N	U	E	W	O	R
I	E	L	E	C	Y	T	E	W	O	A	S	D	K	L	N	J	H	C	H	Z	X	C	V	A	B	M	N	O	M
N	O	F	F	T	T	O	C	O	N	O	E	T	Y	R	T	J	C	H	L	N	S	Y	H	M	A	I	L	C	A
G	P	T	E	P	C	R	R	A	I	E	G	S	C	T	S	O	T	A	D	E	A	V	I	C	S	J	A	N	N
W	U	R	T	T	S	T	L	N	N	S	A	D	N	I	R	G	U	N	D	C	H	R	A	I	L	S	S	O	E
J	C	K	A	M	O	S	T	R	E	C	O	R	D	K	E	E	P	I	N	G	R	E	C	A	O	T	T	R	N
N	O	Y	S	E	T	S	B	C	U	S	F	E	T	A	C	M	C	C	H	L	L	A	R	L	O	O	O	P	T
P	G	E	R	T	H	V	S	O	S	B	F	S	S	K	E	D	E	A	C	C	O	U	N	T	D	E	C	O	P
D	E	O	P	S	T	T	W	S	T	D	I	D	S	S	I	T	E	L	R	K	S	S	I	P	O	S	K	T	C
D	I	D	R	A	E	D	I	M	N	Y	C	E	V	N	V	H	A	L	N	B	R	N	I	S	U	S	C	O	O
M	R	A	S	T	E	M	P	L	O	Y	E	E	E	M	A	P	L	O	Y	E	E	E	R	K	I	E	L	G	M
D	I	R	T	T	M	I	O	N	C	A	C	S	H	V	B	E	R	I	T	I	O	N	L	I	E	G	E	I	B
C	O	M	B	I	P	N	A	T	T	I	A	L	E	I	L	S	M	A	M	M	Y	F	O	L	R	M	R	T	I
E	L	E	T	T	L	S	P	E	R	S	S	I	S	T	E	A	N	W	C	A	S	H	C	L	E	R	K	I	N
C	L	A	D	N	O	C	T	D	A	H	M	A	C	C	C	O	U	T	E	S	S	T	O	L	R	R	T	I	A
A	I	D	R	A	Y	E	D	S	T	T	I	W	N	K	L	O	L	N	D	O	T	N	Y	J	E	T	V	I	T
T	C	M	E	T	E	P	M	E	U	T	E	L	T	B	E	L	E	C	T	R	O	N	I	C	E	O	D	W	I
A	S	M	T	M	R	W	W	T	T	H	R	T	M	A	R	I	H	T	C	M	E	A	N	D	H	D	E	I	O
D	W	T	H	L	D	Y	T	I	D	T	W	B	B	D	K	C	I	W	T	H	Y	T	T	F	I	M	S	D	N
A	T	I	L	T	B	T	A	D	U	T	Y	K	A	T	I	L	T	B	T	A	H	Y	E	F	M	S	B	B	L
O	R	D	E	R	C	L	E	R	K	W	M	Y	P	L	R	C	V	B	Y	M	T	F	Y	Y	A	L	R	D	K
H	R	I	B	B	T	K	Y	B	A	A	S	H	S	R	N	O	I	T	A	C	I	F	I	R	E	V	B	B	R
A	I	R	T	W	W	S	W	W	M	M	W	A	A	F	D	M	B	W	M	M	G	T	L	S	T	T	H	E	E
K	C	E	I	W	B	T	L	S	E	H	S	M	S	T	F	A	L	E	G	I	B	I	L	I	T	Y	S	C	L
B	T	C	D	I	F	R	E	N	K	T	F	M	T	D	O	A	Y	B	F	R	E	T	H	A	T	W	E	N	C
H	L	T	M	R	Y	F	L	R	L	S	T	M	F	A	R	D	D	D	O	Y	F	L	S	C	K	I	S	A	L
E	Z	I	L	A	B	T	E	H	M	L	A	T	N	E	M	A	D	N	U	F	M	R	A	Y	J	A	K	C	L
O	P	O	C	U	N	L	H	M	A	J	Y	R	R	G	H	O	Z	I	C	V	B	M	N	W	P	W	O	S	Q
C	X	N	O	U	C	P	I	W	P	E	N	C	I	L	F	O	O	T	I	N	G	D	A	S	T	C	Y	M	A
T	N	S	T	S	N	T	E	Y	S	T	D	Y	A	L	C	M	E	A	C	O	E	U	T	H	L	A	W	C	Y
S	A	E	E	R	E	C	O	R	T	A	I	O	L	C	T	H	O	W	O	C	T	U	Z	E	G	L	E	G	A
S	A	L	E	K	L	E	R	K	T	I	N	E	F	O	R	N	C	L	E	R	C	A	L	T	A	A	D	A	P
A	A	C	C	U	N	T	P	Y	A	L	C	R	L	K	M	N	D	Y	T	S	D	Y	W	O	S	T	L	A	N
S	A	A	C	C	O	U	N	T	S	P	A	Y	A	B	L	E	V	E	I	V	L	M	A	N	L	T	L	R	T

APPENDIX C

ANSWER KEY



APPENDIX D

EMPLOYMENT APPLICATION

GANIER'S DEPARTMENT STORE

(Please print or write legibly)

Date__________________

Name____
Last First MI

Address____
Street City State Zip

Telephone number(   )________________ Social security number____________

In case of emergency, notify____
Name

____ __________________
Address Telephone no. Relationship

Date of birth______________

Are you a U. S. citizen? Yes_____ No_____

Position desired____________________ Salary desired_________________

Date available____________________

Education	Name and Address	Dates Attended		Date Graduated	Major Area of Study
		From	To		
Elementary					
High School					
College					
Other					

Check business courses taken in school:

___Accounting
___Business Law
___Business Math
___Computer Science

___General Business
___Office Machines
___Clerical Practice
___Recordkeeping

Typewriting Speed___WPM
Machines Used__________
____
Shorthand Speed____WPM

Employment: List most recent employer first. Use extra sheet if necessary.

Name and Address of Employer	Dates Employed		Position	Reasons for Leaving
	From	To		

References: Do not list relatives or former employers.

Name	Address	Telephone	How Long Known

To the best of my knowledge all of the information is true and is given voluntarily. I authorize Ganier's Department Store to contact my references, including former employers, to confirm credentials.

____
Signature

*Used with permission of Glenda Ganier of L. E. Rabouin Vocational High School

UNIT TEST

INTRODUCTION TO RECORDKEEPING

A. MATCHING

Directions: For each career title in Column A, select the career description in Column B that best applies; and write the letter that represents your answer in the space next to each title.

Column A - Career

_____1. Stock clerk
_____2. Order clerk
_____3. Sales clerk
_____4. Office cashier
_____5. Payroll clerk
_____6. Accounts payable clerk
_____7. Cash clerk
_____8. Purchasing clerk
_____9. Accounts receivable clerk

Column B - Duties

A. May be responsible for reimbursing employees for job-related travel expenses, maintaining a petty cash fund, receiving money from employees or customers, counting money, and preparing bank statements.

B. Helps protect stock against loss by monitoring the amount ordered, received, and issued.

C. Responsible for keeping records of the amounts owed or payable to creditors.

D. Responsible for processing purchase orders received in the mail and/or received directly from the company's sales representatives.

E. Verifies information on purchase requisitions, prepares requests for quotation, and prepares purchase orders.

F. Works with customers and is directly involved in the sale of merchandise.

G. Responsible for maintaining payroll records and preparing necessary reports.

H. Responsible for keeping accurate records of amounts due or receivable from customers.

I. Responsible for maintaining records of cash received and/or cash paid out.

J. Responsible for receiving records, preliminary sorting, filing and finding, occasional microfilming, and related reference services.

B. SHORT ANSWERS

Directions: Briefly explain each of the following methods of processing records. Use complete sentences.

1. Manual

2. Mechanical

3. Electronic

C. COMPARING NAMES, NUMBERS, AND ADDRESSES

Directions: Read each pair of items. Indicate whether the items in Column A and B are alike or not alike by placing a check mark under the proper heading.

Item	Column A	Column B	Alike	Not Alike
1.	Ira Jones	Ira Jone		
2.	Betty Smithe	Betty Smith		
3.	Glenda Ganier	Glenda Gainer		
4.	Jean Pierre	Jean Peirre		
5.	Gerald Ganier	Gerald Ganier		
6.	T and T Trucking Co.	T and I Trucking Co.		
7.	City-Wide Drug Store	Citywide Drug Store		
8.	Stein & Son	Stien & Son		
9.	LA Conservatory	LA Conservertory		
10.	St. Charles Hotel	St. Charles Hotel		
11.	$3,467.00	$3,467.00		
12.	6,236.00	6,326.00		
13.	5,678.81	5,678.18		

UNIT TEST continued

			Alike	Not Alike
14.	9,264.40	9,265.40		
15.	5131 Basinview Dr.	5131 Basinview Dr.		
16.	7042 Boston Drive	7042 Boston Dr.		
17.	$9,145.40	$9,145.40		
18.	7901 Read Road	7901 Reed Road		
19.	6813 Kenilworth Drive	6318 Kenilworth Drive		
20.	305 Johnson Street	305 Johnson Street		

D. FILING BUSINESS PAPERS

Part 1: Chronological order

Directions: Number each group of dates shown below, arranging the dates in each group so that the earliest date is first and the latest date is last (January 17, February 2, etc.) The year is the same for all dates.

I.
_____ July 23
_____ January 15
_____ March 23
_____ September 25
_____ May 12
_____ December 18

II.
_____ June 10
_____ August 13
_____ November 3
_____ October 6
_____ February 5
_____ April 9

III.
_____ June 17
_____ August 12
_____ July 11
_____ December 11
_____ March 14
_____ May 18

IV.
_____ October 20
_____ December 25
_____ August 19
_____ June 13
_____ November 24
_____ September 15

Part 2: Numerical Filing Order

Directions: Rank the following groups of numbers so that each group is in correct numeric filing order. The smallest number will be 1, then 2, etc.

I.
_____ 8,463
_____ 8,394
_____ 9,725

II.
_____ 6,107
_____ 6,892
_____ 5,638
_____ 5,599

III.
______2,475
______3,896
______3,961
______3,908
______2,382

IV.
______26,653
______27,107
______27,098
______26,574
______26,735

V.
______8,599
______8,963
______8,794
______9,936
______9,036
______9,456

E. FOLLOWING DIRECTIONS

Directions: Prepare the petty cash voucher below. Please write the information legibly.

PETTY CASH VOUCHER

Date____________________ No.____________

Paid to_______________________________

Amount_____________________

For____

____________________ ____________________
Received by Office Cashier

1. Print today's date in blank space after the word date.
2. Write the number 26 in the number blank.
3. Print Orleans Office Supply in the paid to blank.

4. Print office supplies in the for blank.
5. Write $10 in the amount blank.
6. Print Glenda Ganier in received by blank.
7. Write your name in the office cashier blank.

F. DEFINITIONS

Directions: Define and give at least two examples of the following records. Use complete sentences.

1. Descriptive

2. Financial

3. Combination

G. TRUE/FALSE

Directions: Write T for true or F for false in the blank space next to each statement.

_____ 1. Accuracy is not important in all kinds of work.

_____ 2. Because verifying is not an essential skill to develop, accuracy is not so important.

_____ 3. If you are working with figures, it is especially important to verify your work.

_____ 4. The thing to remember when you verify is to recalculate the column of figures in a different order.

_____ 5. Handwriting is important in only a few areas of employment since typewriters are widely used.

_____ 6. You may erase errors on records; therefore, using a pencil is preferred to using a pen.

_____ 7. You may correct errors the right way by crossing out the error and writing the correct figure above it.

_____ 8. It is a common recordkeeping mistake to use only one half or two thirds of the space provided on a line, rather than filling the entire space.

_____ 9. Most records are kept on some type of form.

_____10. Recordkeeping does not involve copying information from one form to another.

_____11. The usual way to add a column of figures is to start at the bottom and work up.

UNIT TEST

ANSWER KEY

A. MATCHING

Directions: For each career title in Column A, select the career description in Column B that best applies; and write the letter that represents your answer in the space next to each title.

Column A - Career

B 1. Stock clerk

D 2. Order clerk

F 3. Sales clerk

A 4. Office cashier

G 5. Payroll clerk

C 6. Accounts payable clerk

I 7. Cash clerk

E 8. Purchasing clerk

H 9. Accounts receivable clerk

Column B - Duties

A. May be responsible for reimbursing employees for job-related travel expenses, maintaining a petty cash fund, receiving money from employees or customers, counting money, and preparing bank statements.

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C. Responsible for keeping records of the amounts owed or payable to creditors.

D. Responsible for processing purchase orders received in the mail and/or received directly from the company's sales representatives.

E. Verifies information on purchase requisitions, prepares requests for quotation, and prepares purchase orders.

F. Works with customers and is directly involved in the sale of merchandise.

G. Responsible for maintaining payroll records and preparing necessary reports.

H. Responsible for keeping accurate records of amounts due or receivable from customers.

I. Responsible for maintaining records of cash received and/or cash paid out.

J. Responsible for receiving records, preliminary sorting, filing and finding, occasional microfilming, and related reference services.

B. SHORT ANSWERS

Directions: Briefly explain each of the following methods of processing records. Use complete sentences.

1. Manual--Manual processing is completing records by hand.
2. Mechanical--Mechanical processing is preparing records with the help of machines, such as typewriters, adding machines, or calculators.
3. Electronic--Electronic processing is preparing records using a computer.

C. COMPARING NAMES, NUMBERS, AND ADDRESSES

Directions: Read each pair of items. Indicate whether the items in Column A and B are alike or not alike by placing a check mark under the proper heading.

Item	Column A	Column B	Alike	Not Alike
1.	Ira Jones	Ira Jone		✓
2.	Betty Smithe	Betty Smith		✓
3.	Glenda Ganier	Glenda Gainer		✓
4.	Jean Pierre	Jean Peirre		✓
5.	Gerald Ganier	Gerald Ganier	✓	
6.	T and T Trucking Co.	T and I Trucking Co.		✓
7.	City-Wide Drug Store	Citywide Drug Store		✓
8.	Stein & Son	Stien & Son		✓
9.	LA Conservatory	LA Conservertory		✓
10.	St. Charles Hotel	St. Charles Hotel	✓	
11.	$3,467.00	$3,467.00	✓	
12.	6,236.00	6,326.00		✓
13.	5,678.81	5,678.18		✓

			Alike	Not Alike
14.	9,264.40	9,265.40		✓
15.	5131 Basinview Dr.	5131 Basinview Dr.	✓	
16.	7042 Boston Drive	7042 Boston Dr.		✓
17.	$9,145.40	$9,145.40	✓	
18.	791 Read Road	7901 Reed Road		✓
19.	6813 Kenilworth Drive	6318 Kenilworth Drive		✓
20.	305 Johnson Street	305 Johnson Street	✓	

D. FILING BUSINESS PAPERS

Part 1: Chronological order

Directions: Number each group of dates shown below, arranging the dates in each group so that the earliest date is first and the latest date is last (January 17, February 2, etc.) The year is the same for all dates.

I.
4 July 23
1 January 15
2 March 23
5 September 25
3 May 12
6 December 18

II.
3 June 10
4 August 13
6 November 3
5 October 6
1 February 5
2 April 9

III.
3 June 17
5 August 12
4 July 11
6 December 11
1 March 14
2 May 18

IV.
4 October 20
6 December 25
2 August 19
1 June 13
5 November 24
3 September 15

Part 2: Numerical Filing Order

Directions: Rank the following groups of numbers so that each group is in correct numeric filing order. The smallest number will be 1, then 2, etc.

I.
2 8,463
1 8,394
3 9,725

II.
3 6,107
4 6,892
2 5,638
1 5,599

III.

2	2,475
3	3,896
5	3,961
4	3,908
1	2,382

IV.

2	26,653
5	27,107
4	27,098
1	26,574
3	26,735

V.

1	8,599
3	8,963
2	8,794
6	9,936
4	9,036
5	9,456

E. FOLLOWING DIRECTIONS

Directions: Prepare the petty cash voucher below. Please write the information legibly.

PETTY CASH VOUCHER

Date (Current Date) No. 26

Paid to Orleans Office Supply

Amount $10.00

For Office Supplies

Glenda Ganier (Student's Name)
Received by Office Cashier

1. Print today's date in blank space after the word date.
2. Write the number 26 in the number blank.
3. Print Orleans Office Supply in the paid to blank.

4. Print office supplies in the for blank.
5. Write $10 in the amount blank.
6. Print Glenda Ganier in received by blank.
7. Write your name in the office cashier blank.

F. DEFINITIONS

Directions: Define and give at least two examples of the following types of records. Use complete sentences.

1. Descriptive--The descriptive form is used to record information about who, when, what, where, and why. (The examples will vary.)
2. Financial--The financial form is used to record information about how much or how many. This form deals with money. (The examples will vary.)
3. Combination--The combination form is used to record descriptive and financial data. (The examples will vary.)

G. TRUE/FALSE

Directions: Write T for true or F for false in the blank space next to each statement.

_F_ 1. Accuracy is not important in all types of work.

_F_ 2. Because verifying is not an essential skill to develop, accuracy is not so important.

_T_ 3. If you are working with figures, it is especially important to verify your work.

_T_ 4. The thing to remember when you verify is to recalculate the column of figures in a different order.

_F_ 5. Handwriting is important in only a few areas of employment since typewriters are widely used.

_F_ 6. You may erase errors on records; therefore, using a pencil is preferred to using a pen.

__T__ 7. You may correct errors the right way by crossing out the error and writing the correct figure above it.

__F__ 8. It is a common recordkeeping mistake to use only one half or two thirds of the space provided on a line, rather than filling the entire space.

__T__ 9. Most records are kept on some type of form.

__F__ 10. Recordkeeping does not involve copying information from one form to another.

__F__ 11. The usual way to add a column of figures is to start at the bottom and work up.

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Bulletin board
- Classroom participation
- Completed job application
- Legibility of written assignments
- Oral report
- Poster
- Puzzle
- Textbook and workbook activities
- Unit test

EQUIPMENT AND SUPPLIES

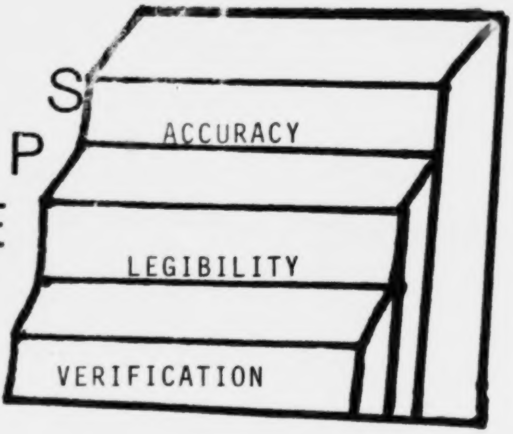
Student

Textbook
Notebook
Magazines
Workbook
Bulletin Board Supplies
Newspapers
Poster Board
Sample Recordkeeping Forms

Teacher

Textbook and Teacher's Manual
Overhead Projector
Transparencies
Bulletin Board Supplies
Periodicals
Filmstrips and Films
Film/filmstrip Projector
Slides
Slide Projector
Note Cards
Handouts
Dictionary of Occupational Titles

THE STEPS TO GOOD RECORDKEEPING


ACCURACY
LEGIBILITY
VERIFICATION

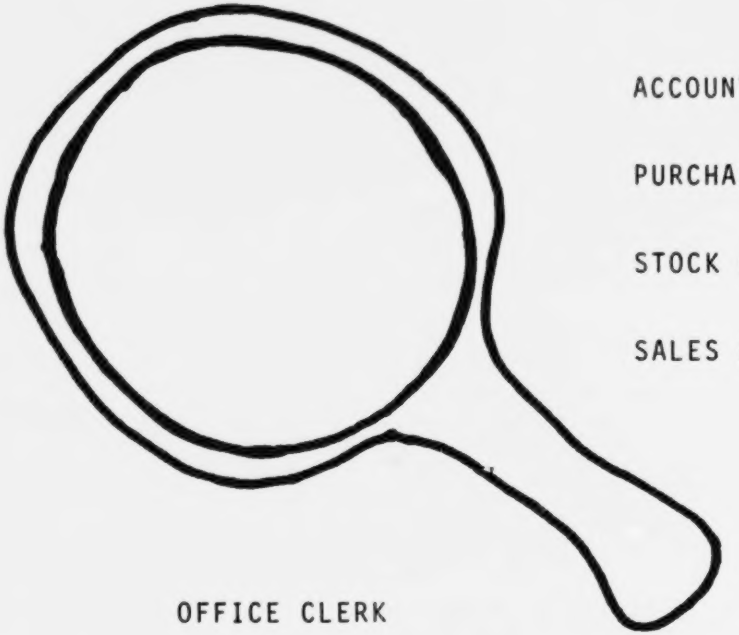
TAKE A CLOSER LOOK AT THESE RECORDKEEPING CAREERS

PAYROLL CLERK

CASH CLERK

ORDER CLERK

ACCOUNTS RECEIVABLE CLERK



ACCOUNTS PAYABLE CLERK

PURCHASING CLERK

STOCK CLERK

SALES CLERK

OFFICE CLERK

SUPPLEMENTARY MATERIALS

Filmstrips/Cassettes

Basic Skills in Recordkeeping
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Make Yourself Acquainted With the Keeping of Records
Bergwall
P. O. Box 238
Garden City, NY 11530-0238

Objectives of a Records Management Program Visual 4
National Instructional Systems, Inc.
P. O. Box 1177
Huntington Beach, CA 92647
(714) 968-3270

The Purpose of Bookkeeping
Prentice-Hall Media
150 White Plains Road
Tarrytown, NY 10591

Records Management
National Instructional Systems, Inc.
P. O. Box 1177
Huntington Beach, CA 92647
(714) 969-3270

Periodicals

Business Education World
McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

Business and Office Career Education (series) B00001
Vocational Education Services
840 State Road 46 Bypass, Room 111
Indiana University
Bloomington, IN 47405

Journal of Accountancy
1211 Avenue of the Americas
New York, NY 10036-8775

T.H.E. Journal
Circulation Department
P. O. Box 364
Arlington, MA 02174

Simulations

The Davis Family: A Personal Recordkeeping Practice Set, 2nd Edition
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091
(404) 449-1836

Slides/Cassettes

Understanding the Concepts of Recordkeeping
MPC Educational Publishers, (1980)
3839 White Plains Road
Bronx, NY 10467

Software

Business Education Series
Learning Arts
P. O. Box 179
Wichita, KS 67201

Home Budget and Checkbook Analyst, Model 124
Computronics
50 N. Pascack Road
Spring Valley, NY 10977
(800) 431-2818

Transparencies

Introduction to Recordkeeping and Bookkeeping
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Videotapes

Place Recordkeeping to Work
Prentice Hall Media, (1982)
150 White Plains Road
Tarrytown, NY 10591

RESOURCES

Ashmore, M. Catherine, and Sandra G. Pritz. Keeping the Business Records. Bethesda, Maryland: United States Department of Education, ERIC Document Reproduction Service, ED 228 493, 1983.

Bagan, Robert C., and Jack Zwick. Fundamentals of Recordkeeping and Finance for the Small Business. 2nd ed. Reston, Virginia: Reston Publishing Company, 1984.

Bailey, Robert. The Career Education and Financial Aid Guide. 1st ed. New York: Arco Publishing, Inc. 1985.

Ballom, Mary. Units of Curriculum in Small Businesses. Bethesda, Maryland: United States Department of Education, ERIC Document Reproduction Service, ED 232 004, 1983.

Baron, Harold, Solomon Steinfeld, and Robert Schultheis. Practical Recordkeeping. 5th ed. Cincinnati: South-Western Publishing Co., 1981.

Huffman, Harry, and Jeffrey Stewart. General Recordkeeping. 8th ed. New York: Gregg Division McGraw-Hill Book Company, 1981.

Lasselle, Richard. "Bringing Recordkeeping Up-To-Date." Business Exchange, Vol. 6, April 1984, pp. 23-26.

Lasselle, Richard. Recordkeeping: The Total Concept. Boston: Houghton Mifflin Company, 1982.

Riche, Betty R., ed. Competency-Based Course Outlines for Business and Office Education. Bethesda, Maryland: United States Department of Education, ERIC Document Reproduction Service, ED 212 869, 1981.

UNIT II

PERSONAL FINANCIAL PLANNING RECORDS

INTRODUCTION

Although everyone has wants and needs, most people have a limited amount of money to spend. Since much of what people buy today is purchased on credit, it is important for a person to know how to obtain and use credit and how to maintain ownership records.

The purpose of this unit is to provide students with the opportunity to learn how to manage finances and to familiarize them with the process of buying on credit and keeping ownership records.

COMPETENCIES

1. Become familiar with planning personal finances and budgeting.
2. Develop a knowledge of credit and ownership records.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Examine steps in planning personal finances.
2. Develop an understanding of the different methods of obtaining credit.
3. Understand the importance of maintaining ownership records and demonstrate the ability to prepare them.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. In class, students will be able to discuss how goals, needs, and wants affect financial planning.
2. Given estimated income and expenses, students will be able to prepare a personal budget.
3. Given monthly income and expenses in class, students will be able to complete a classified cash record for the month and prove that it is at least 75 percent accurate.
4. Using the completed monthly classified cash record, students will be able to prepare a statement of income and expenses.

5. Upon completion of the statement of income and expenses, students will be able to prepare a budget analysis.

6. On a written test, students will be able to list and discuss briefly four types of credit with at least 75 percent accuracy.

7. In class students will be able to complete a credit application form.

8. On a written test, students will be able to list with at least 75 percent accuracy consequences resulting from failure to maintain a good credit rating.

9. In class students will be able to identify three different kinds of insurance.

10. In class students will be able to prepare an insurance policy record.

11. Given a problem on a written test, students will be able to prepare a family ownership record with at least 75 percent accuracy.

12. On a written test, students will be able to determine with at least 75 percent accuracy the appropriate means of protection for various records.

METHODOLOGY

The purpose of this unit is to provide students with the opportunity to learn how to manage finances and to familiarize them with the process of buying on credit and keeping ownership records.

Field trips, guest speakers, audiovisual aids, reports, charts, displays, and application problems will be used to enhance the teacher's lectures.

SUGGESTED INTEREST APPROACHES

1. Assign students a personal budget to keep as a weekly activity.

2. Have students prepare charts and displays to stress important aspects of personal financial planning records.

3. Invite a member of a credit union or loan department at a bank to speak.

4. Have students fill out credit applications.

5. Display posters on budgeting and buying on credit.

6. Plan a field trip to the credit department of a large firm.

7. View audiovisual aids associated with the unit.

UNIT OUTLINE

PERSONAL FINANCIAL PLANNING

I. Planning Personal Finances

   A. Choosing goals
   B. Determining needs and wants
   C. Preparing a personal budget
      1. analysis of financial situations
      2. decisions as to how money will be used

II. Keeping Records of Money Earned and Spent

   A. Using a classified cash record
   B. Proving a classified cash record

III. Summarizing Income and Expenses

   A. Preparing a statement of income and expenses
   B. Preparing a budget analysis

IV. Understanding Credit and Ownership Records

   A. Identifying types of credit
      1. charge account
      2. credit card
      3. installment plan
      4. loan
   B. Using credit
      1. application
      2. credit rating
   C. Protecting what is owned
      1. proper insurance and insurance records
      2. ownership records
      3. common means of records protection

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. In class, students will be able to discuss how goals, needs, and wants affect financial planning.

Subject Matter Content	Learning Activities
Planning Personal Finances Goals, Needs, and Wants	1. Share with the class individual goals. 2. Discuss differences between needs and wants. 3. From a worksheet, indicate whether an item is a need or a want. (Appendix A)

---

2. Given estimated income and expenses, students will be able to prepare a personal budget in class.

Subject Matter Content	Learning Activities
Preparing a personal budget	1. View transparencies illustrating budgets and compare differences in budgets according to goals, needs, and wants. 2. Estimate individual income and expenses for a one-month period. 3. Prepare a budget from a textbook and/or workbook problem. 4. Check accuracy of budget from illustration on board.

---

3. Given monthly income and expenses in class, students will be able to complete a classified cash record for the month and prove the accuracy of it with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Using a classified cash record	1. Collect receipts and payment slips to sort into different categories, demonstrating the need for classifying records.

	2. Prepare a classified cash record from a textbook or workbook problem using transactions for a one-month period.
	3. Respond to oral questions concerning the balance on different dates.
Proving a classified cash record	4. Pencil-foot the totals of each column in the classified cash record.
	5. Discuss the steps involved in proving a classified cash record.
	6. Prepare a proof of the classified cash record.
	7. Total and rule the classified cash record and enter the balance for the next month.
	8. Check answers for preceding activities from transparency.
	9. Complete for evaluation a problem from the workbook or textbook that involves the preparation of a classified cash record and the proof of the record. (Appendix B)

---

4. Using the completed monthly classified cash record, students will be able to prepare a statement of income and expenses.

Subject Matter Content	Learning Activities
Preparing a statement of income and expenses	1. View a statement of income and expenses from a transparency.
	2. Prepare from textbook or workbook problem a statement of income and expenses to summarize the data listed on the previously prepared classified cash record.
	3. Compare the actual income and expenses with the estimated income and expenses.

5. Upon completion of the statement of income and expenses, students will be able to prepare a budget analysis.

Subject Matter Content	Learning Activities
Preparing a budget analysis	1. Review the steps to follow in the preparation of a budget analysis.
	2. Prepare a budget analysis using the previously prepared budget and the statement of income and expenses.

6. On a written test, students will be able to list and discuss briefly four types of credit with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Identifying types of credit Charge account Credit card Installment plan Loan	1. Discuss reasons why people buy on credit.
	2. Prepare posters illustrating different types of credit.
	3. Review the major aspects of each type of credit.
	4. Work problems computing interest on loans. (Appendix C)
	5. Calculate the balance owed and the available credit on a credit card problem from the textbook or workbook.
	6. React to a presentation given by a department store employee on the credit plans available at the store.
	7. Collect samples of advertisements encouraging the use of credit.

7. In class students will be able to complete a credit application form.

Subject Matter Content	Learning Activities
Using credit Application	1. Collect and compare credit application forms from local businesses.
	2. Prepare a bulletin board display of various credit application forms.
	3. Fill out a credit application form.

8. On a written test, students will be able to list with at least 75 percent accuracy consequences resulting from failure to maintain a good credit rating.

Subject Matter Content	Learning Activities
Credit rating	1. Discuss the importance of maintaining a good credit rating.
	2. Visit a local credit bureau and determine the types of data kept on file.
	3. View an audiovisual aid concerning wise use of credit.

9. In class students will be able to identify three different kinds of insurance.

Subject Matter Content	Learning Activities
Proper insurance and insurance records	1. React to a presentation by a representative from an insurance agency on different types of insurance.
	2. Collect pictures, pamphlets, and brochures on various types of insurance.

10. In class students will be able to prepare an insurance policy record.

Subject Matter Content	Learning Activities
Proper insurance and records	1. View insurance policy records from a transparency. 2. Prepare an insurance policy record from a given problem from the textbook or workbook.

11. Given a problem on a written test, students will be able to prepare a family ownership record with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Ownership records	1. Discuss the steps involved in preparing an ownership record. 2. Prepare a family ownership record from a workbook or textbook problem.

12. On a written test, students will be able to determine with at least 75 percent accuracy the appropriate means of protection for various records.

Subject Matter Content	Learning Activities
Common means of records protection	1. Review from the bulletin board several means of protecting records. (Refer to records protection bulletin board.) 2. In small groups, discuss where different kinds of records might be kept.

APPENDIX A

CHECK YOUR UNDERSTANDING OF NEEDS AND WANTS

Directions: Place a checkmark in either Column 2 or Column 3 to indicate whether the item in Column 1 is basically a need or a want.

Column 1	Column 2 Need	Column 3 Want	For Scoring
1. a tennis racket			1. ____
2. bread			2. ____
3. a computer			3. ____
4. a radio			4. ____
5. a home			5. ____
6. an education			6. ____
7. a boat			7. ____
8. a diamond ring			8. ____
9. a pair of shoes			9. ____
10. breakfast			10. ____
11. candy			11. ____
12. medicine			12. ____

APPENDIX A

ANSWER KEY

Directions: Place a checkmark in either Column 2 or Column 3 to indicate whether the item in Column 1 is basically a need or a want.

Column 1	Column 2 Need	Column 3 Want	For Scoring
1. a tennis racket		✓	1. ____
2. bread	✓		2. ____
3. a computer		✓	3. ____
4. a radio		✓	4. ____
5. a home	✓		5. ____
6. an education	✓		6. ____
7. a boat		✓	7. ____
8. a diamond ring		✓	8. ____
9. a pair of shoes	✓		9. ____
10. breakfast	✓		10. ____
11. candy		✓	11. ____
12. medicine	✓		12. ____

APPENDIX B

EVALUATION FORM FOR CLASSIFIED CASH RECORD

Student's Name____________________

(Assign a value to each of the following:)

Points Earned		Criteria
_________	1.	Format
_________	2.	Neatness and legibility
_________	3.	Pencil-footing of columns
_________	4.	Accuracy of totals of the columns
_________	5.	Correct balance after each transaction date
_________		TOTAL POINTS EARNED

Grade______

APPENDIX C

FIGURING INTEREST

Example: Calculate the interest for one year on a $600 loan at an annual interest rate of 10%.

Solution:

1. Change 10% to .10 by dropping the percent sign and moving the decimal point two places to the left.

2. Multiply the interest rate (.10) by the amount of the loan ($600) by the time in years (1).

$$\$600 \times .10 \times 1 = \$60$$

3. Answer: $60

NOTE: If the time of the loan is 3 months, use 1/4; if the time is 6 months, use 1/2. When time is given in months, such as 7 months, always put the number of months over 12 for the time, such as 7/12.

PROBLEMS: Calculate the interest on the following loans. Write your answers in the spaces provided. .

1. $400 at 10% for one year ________
2. $650 at 10% for six months ________
3. $300 at 11% for one year ________
4. $150 at 12% for three months ________
5. $550 at 10% for six months ________
6. $275 at 14% for three months ________
7. $700 at 12% for one year ________
8. $380 at 10.5% for six months ________
9. $150 at 15% for four months ________
10. $1,000 at 15% for one year ________

APPENDIX C

ANSWER KEY

Example: Calculate the interest for one year on a $600 loan at an annual interest rate of 10%.

Solution:

1. Change 10% to .10 by dropping the percent sign and moving the decimal point two places to the left.

2. Multiply the interest rate (.10) by the amount of the loan ($600) by the time in years (1).

$600 x .10 x 1 = $60

3. Answer: $60

NOTE: If the time of the loan is 3 months, use 1/4; if the time is 6 months, use 1/2. When time is given in months, such as 7 months, always put the number of months over 12 for the time, such as 7/12.

PROBLEMS: Calculate the interest on the following loans. Write your answers in the spaces provided.

1.	$400 at 10% for one year	$ 40.00
2.	$650 at 10% for six months	$ 32.50
3.	$300 at 11% for one year	$ 33.00
4.	$150 at 12% for three months	$ 4.50
5.	$550 at 10% for six months	$ 27.50
6.	$275 at 14% for three months	$ 9.63
7.	$700 at 12% for one year	$ 84.00
8.	$380 at 10.5% for six months	$ 19.95
9.	$150 at 15% for four months	$ 7.50
10.	$1,000 at 15% for one year	$150.00

UNIT TEST

PERSONAL FINANCIAL PLANNING RECORDS

A. MATCHING

Directions: Using the list in Column B, select the most logical method of protection for the records listed in Column A. Answers will be used more than once.

Column A

_____ 1. Family ownership record

_____ 2. Birth certificate

_____ 3. Stock certificate

_____ 4. Guarantee on a refrigerator

_____ 5. Insurance policy

_____ 6. List of insurance policies

_____ 7. Car payment book

_____ 8. Income tax records

_____ 9. Mortgage papers

_____10. Earnings records

Column B

A. Safe-deposit box

B. Fireproof box with a lock

C. Expandable record file

D. Bound record book

B. SHORT ANSWER

Directions: List four ways of buying on credit and briefly discuss each. Use complete sentences.

1.

2.

3.

4.

C. LISTING

Directions: List three consequences of failure to maintain a good credit rating. Use complete sentences.

1.

2.

3.

D. FAMILY OWNERSHIP RECORD

Directions: Prepare a family ownership record in the space below for Joye and Scott Rawls for October 31 of the current year. The following is a list of their assets and liabilities: Car, $3,000; car loan, $2,100; house, $50,000; mortgage on house, $40,000; checking account, $250; savings account, $1,500; money owed on credit cards, $250; furniture and household equipment, $4,500; life insurance (cash value) $10,000; jewelry, $700.

UNIT TEST

ANSWER KEY

A. MATCHING

Directions: Using the list in Column B, select the most logical method of protection for the records listed in Column A. Answers will be used more than once.

Column A

C 1. Family ownership record
B 2. Birth certificate
A 3. Stock certificate
C 4. Guarantee on a refrigerator
B 5. Insurance policy
D 6. List of insurance policies
C 7. Car payment book
B 8. Income tax records
A 9. Mortgage papers
D 10. Earnings records

Column B

A. Safe-deposit box
B. Fireproof box with a lock
C. Expandable record file
D. Bound record book

B. SHORT ANSWER

Directions: List four ways of buying on credit and briefly discuss each. Use complete sentences.

1. Charge accounts. Three of the most popular types of charge accounts are regular charge accounts, revolving charge accounts, and optional revolving charge accounts. Large chains of department stores, as well as many local department stores and other types of stores, offer charge accounts to their customers.

2. Credit cards. Some credit cards are like charge accounts in that they are issued by businesses to customers in order for them to buy their products. Other types of credit cards include single-purpose credit issued by large companies, bank cards that may be used all over the world, and travel and entertainment cards which may be used in restaurants, hotels, motels, airlines, car rental companies, and stores.

3. Installment plan. This type of credit is often used for buying expensive items such as appliances and cars. A down payment is usually made with periodic installment payments made thereafter, including a finance charge.

4. Loan. Personal loans, or consumer loans, are usually for less than $1,000. The borrower must repay an amount of interest for the use of someone else's money. Common sources of loans are banks, finance companies, credit unions, and insurance companies.

C. LISTING

Directions: List three consequences of failure to maintain a good credit rating. Use complete sentences.

1. Failure to pay bills may sometimes result in the repossession of goods.

2. Failure to pay debts will sometimes result in legal action being taken.

3. When a "bad" credit rating is reported to the local credit bureau, it is often difficult to get further credit.

D. FAMILY OWNERSHIP RECORD

Directions: Prepare a family ownership record in the space below for Joye and Scott Rawls for October 31 of the current year. The following is a list of their assets and liabilities: Car, $3,000; car loan, $2,100; house, $50,000; mortgage on house, $40,000; checking account, $250; savings account, $1,500; money owed on credit cards, $250; furniture and household equipment, $4,500; life insurance (cash value) $10,000; jewelry, $700.

Joye and Scott Rawls
Family Ownership Record
October 31, 198-

Assets:		
Car	$ 3,000	
Checking account	$ 250	
Furniture and household equipment	$ 4,500	
House	$50,000	
Savings account	$ 1,500	
Life insurance (cash value)	$10,000	
Jewelry	$ 700	
Total assets		$69,950
Liabilities:		
Mortgage on house	$40,000	
Money owed on credit cards	$ 250	
Auto loan	$ 2,100	
Total liabilities		42,350
Owner's equity		$27,600

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Class notebook
- Class participation
- Displays
- Project
- Records and problems
- Unit test
- Worksheet

EQUIPMENT AND SUPPLIES

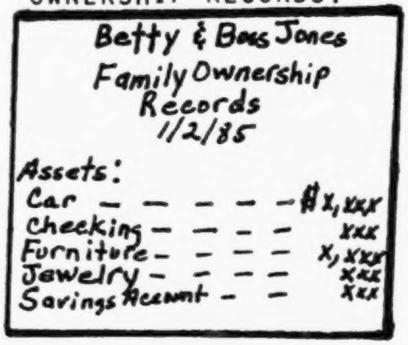
Student
- Textbook/workbook
- Notebook
- Poster Supplies
- Bulletin Board Supplies

Teacher

- Textbook and Manual
- Overhead Projector
- Transparencies
- Periodicals
- Film/filmstrip Projector
- Films and Filmstrips
- Periodicals
- Bulletin Board Supplies
- Worksheets
- Handouts

WHERE DO YOU "STORE" YOUR

OWNERSHIP RECORDS?

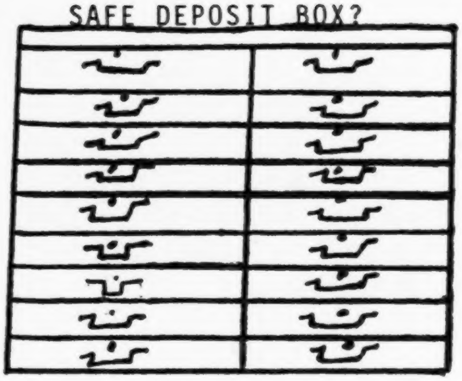


Betty & Boss Jones
Family Ownership
Records
1/2/85

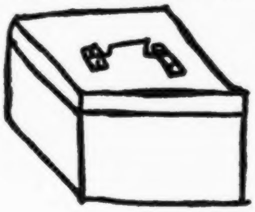
Assets:

Car	$x,xxx
Checking	xxx
Furniture	x,xxx
Jewelry	xxx
Savings Account	xxx

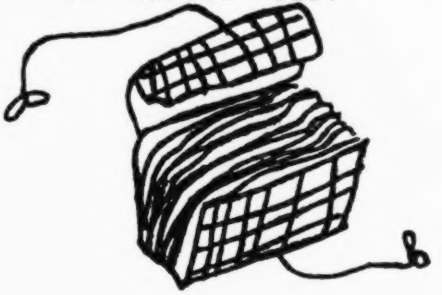
SAFE DEPOSIT BOX?



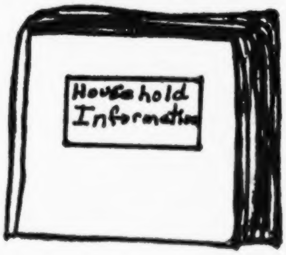
FIREPROOF BOX WITH LOCK?



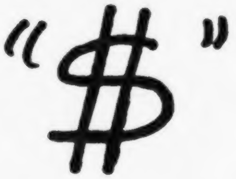
EXPANDABLE FILE?



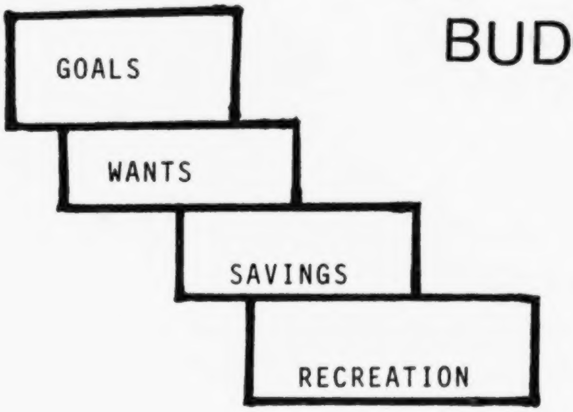
BOUND RECORD BOOK?



YOUR MONEY



HOW DO YOU PLAN TO BUDGET IT?


GOALS
WANTS
SAVINGS
RECREATION

SUPPLEMENTARY MATERIALS

Booklets

Consumer Activity Guide
Glencoe Publishing Co., Inc.
17337 Ventura Boulevard
Encino, CA 91316

It's Your Credit--Manage It Wisely
Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, IL 60601

Managing Your Credit
Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, IL 60601

Reaching Your Financial Goals
Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, IL 60601

Films (16mm)

Consumer Power: Credit
Educational Media, Div. of Columbia Broadcasting System, Inc.
2211 Michigan Ave.
P. O. Box 1795
Santa Monica, CA 90406

Consumer Skills: Budgeting Your Money
Coronet, Div. of Esquire, Inc.
65B South Water Street
Chicago, IL 60601

Credit: How to Get It
Educational Media, Div. of Columbia Broadcasting System, Inc.
2211 Michigan Ave.
P. O. Box 1795
Santa Monica, CA 90406

Using Money Wisely
Gilbert, Altschul, Prod., Inc.
Louisiana State University
Baton Rouge, LA 70803

SUPPLEMENTARY MATERIALS continued

Filmstrips/Cassettes

Be Credit-Wise
(89 frames with cassette, script text, and teacher's guide)
Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, IL 60601

Periodicals

Balance Sheet
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Business Education World
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Business Exchange
Houghton Mifflin
One Beacon Street
Boston, MA 02108

Century 21 Reporter
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Simulations

Brown, ____. Managing Your Money. (Activity book)
J. Weston Walch, Publisher
P. O. Box 638
Portland, ME 04104-0658

Wood, Merle. The Davis Family: A Personal Recordkeeping Practice, 2nd Edition, 1982.
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 08520

Textbooks

General Recordkeeping, 8th Edition
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Textbooks continued

Practical Record Keeping
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Recordkeeping--The Total Concept
Houghton Mifflin
13400 Midway Road
Dallas, TX 75234

RESOURCES

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis. Practical Record Keeping. 5th ed. Cincinnati: South-Western Publishing Company, 1981.

Herbert, Bruce E. "Updating Instruction in Banking and Credit." Journal of Business Education, 59 (November, 1983), pp. 50-54.

Huffman, Harry, and Jeffrey R. Stewart. General Recordkeeping. 8th ed. New York: Gregg/McGraw-Hill, 1981.

Lasselle, Richard C. Recordkeeping: The Total Concept. Boston: Houghton Mifflin, 1982.

Money Management Institute. Your Guide for Teaching Money Management. Chicago: Household Finance Corporation, 1978.

Newton, David. Math in Everyday Life. Teacher ed. Portland: J. Weston Walch, Publisher, 1984.

Price, Ray G. "Saving, Investing, and Insurance." Business Education World, 60 (March-April, 1980), p. 27.

Stewart, Jeffrey. "Today's Recordkeeping." Business Education World, 63 (January-February, 1983), p. 13.

UNIT III

PERSONAL BANKING RECORDS

INTRODUCTION

Each year financial institutions are increasing the number and variety of money and money management services they offer. A sound knowledge of bank records and procedures will contribute to good management of money in our society.

The purpose of this unit is to enhance students' knowledge of personal banking and to provide activities that teach students skills in keeping bank records.

COMPETENCIES

1. Become familiar with personal banking records and services.
2. Develop a working knowledge of personal bank records.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Discuss the bank services available to an individual.
2. Select the types of banking services necessary to meet individual needs.
3. Apply good records management for personal banking use.
4. Identify the terminology used in personal banking.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. After examining signature cards in class, students will be able to discuss the importance of having a signature card on record at the bank.
2. In a classroom discussion, students will be able to discuss procedures for ordering checks.
3. On a written test, students will be able to discuss four reasons for having a checking account.
4. On an in-class activity, students will be able to fill out a deposit slip correctly.

5. On a written test, students will be able to list three types of endorsements and explain when each is used.

6. On a written test, students will be able to endorse a check correctly.

7. In a classroom discussion, students will be able to compare a checkbook with a register with a checkbook with stubs.

8. In a classroom simulation, students will be able to correctly maintain check stubs or a check register.

9. On a written test, students will be able to write a check that is free of errors.

10. Students will be able to define on a written test with at least 75 percent accuracy terms related to personal banking records.

11. Given a problem in class, students will be able to complete a bank statement reconciliation.

12. On a written test, students will be able to list five banking services with at least 75 percent accuracy.

13. Students will be able to prepare a written report on the services offered by the Federal Reserve System.

14. In a classroom discussion, students will be able to contribute at least one method of making a payment or transferring money.

15. Given situations on a written test, students will be able to choose the best method of payment with at least 75 percent accuracy.

16. In a classroom discussion, students will be able to identify several bank credit card plans.

17. On a written test, students will be able to discuss an investment service provided by banks with at least 75 percent accuracy.

18. In a classroom discussion, students will be able to explain the role of a trust service in a local bank.

19. Students will be able to discuss in class several reasons for using financial counseling available through local banks.

20. On a written test, students will be able to define and give examples of electronic banking services with at least 75 percent accuracy.

21. Given statements pertaining to savings accounts on a written test, students will be able to determine whether the statements are true or false with at least 75 percent accuracy.

22. On a written test, students will be able to list two advantages of having a safety deposit box.

23. Students will be able to describe in a class discussion reasons for selecting a bank that is a member of the FDIC.

24. On a written test, students will be able to calculate interest due on interest-bearing accounts (money market, passbook accounts, and interest-bearing checking accounts) with at least 75 percent accuracy.

METHODOLOGY

This unit introduces the students to personal banking records and services. Activities will be provided to encourage the students to establish and maintain good banking records for their personal use.

Books, pamphlets, field trips, guest lectures, practice sets, and visual aids listed in the supplementary materials will be used in presenting this unit.

SUGGESTED INTEREST APPROACHES

1. Invite a bank employee from a local bank to speak on banking procedures.
2. Assign reading assignments on banking and have each student submit a short written report.
3. Plan a tour of a local bank.
4. Have students collect current bank forms and display them for viewing.
5. View audiovisual aids associated with the unit on personal banking records.

UNIT OUTLINE

PERSONAL BANKING RECORDS

I. Checkbook Management

    A. Opening checking accounts
        1. signature card
        2. check ordering
    B. Depositing funds

        1. deposit ticket/slip
        2. endorsements
            a. blank
            b. restrictive
            c. full
    C. Filling out check stub/register
    D. Writing a check
        1. forms
        2. techniques
    E. Defining terms

II. Bank Reconciliation

    A. Reviewing statement
    B. Listing outstanding checks
    C. Listing outstanding deposits
    D. Recording extra charges and interest
    E. Computing reconciled balance

III. Bank Services

    A. Accepting and cashing checks
    B. Clearing checks
        1. clearinghouse
            a. local
            b. district
        2. Federal Reserve System
    C. Using other payment plans
        1. money order
        2. cashier's check/bank draft
        3. traveler's check
    D. Using other services
        1. credit cards
        2. investments
        3. trust department
        4. financial counseling
        5. electronic banking
        6. savings accounts
        7. safety deposit boxes
        8. Federal Deposit Insurance Corporation
    E. Receiving interest credit
        1. money market
        2. passbook savings
        3. interest-bearing checking accounts

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. After examining signature cards in class, students will be able to discuss the importance of having a signature card on record at the bank.

Subject Matter Content	Learning Activities
Opening checking accounts signature card	1. View transparencies concerning the use of three kinds of signature cards. 2. Complete textbook and/or workbook activities on signature cards. 3. Discuss situations in which a signature card may be used by the bank. 4. Prepare a bulletin board display that will illustrate various kinds of signature cards.

2. In a classroom discussion, students will be able to discuss procedures for ordering checks.

Subject Matter Content	Learning Activities
Opening checking accounts ordering checks	1. View the different styles of checks available through banks. 2. Prepare a display on types of checks available fr Identify the ABA numbers on checks.

3. On a written test, students will be able to discuss four reasons for having a checking account.

Subject Matter Content	Learning Activities
Opening checking accounts	1. Read and discuss terms associated with checking accounts.

2. Tour a local bank to view the process of handling checking accounts.

3. Respond to a presentation given to the class by a bank employee.

4. View visual aids that illustrate the functions of a checking account.

5. In small groups discuss the advantages and disadvantages of having a checking account.

---

4. On an in-class activity, students will be able to fill out a deposit slip correctly.

Subject Matter Content	Learning Activities
Depositing funds deposit ticket/slip	1. View audiovisual aids that will enhance understanding of how to fill out a deposit ticket.
	2. Record necessary information on a deposit ticket.
	3. Prepare a visual showing deposit tickets used by four local banks.

5. On a written test, students will be able to list three types of endorsements and explain when each is used.

Subject Matter Content	Learning Activities
Endorsements	1. Define endorsement and write definition in class notebook.
	2. Explain to the other class members types of endorsements and their uses.
	3. Prepare an illustration of blank, full, and restrictive endorsements.
	4. View a transparency of the three types of endorsements.

6. On a written test, students will be able to endorse a check free from error.

Subject Matter Content	Learning Activities
Endorsements	1. View a film on correct methods of endorsing a check. 2. Complete textbook and/or workbook activities on endorsing checks.

7. In a classroom discussion, students will be able to compare a checkbook with a register and one with stubs.

Subject Matter Content	Learning Activities
Filling out check stub/ register	1. List and compare characteristics of check registers and stubs. 2. View visual aids illustrating components of a register and stub. 3. From a textbook and/or workbook problem, write out a check using a register. 4. From a textbook and/or workbook problem, write out a check using a stub.

8. In a classroom simulation, students will be able to correctly maintain check stubs or a check register.

Subject Matter Content	Learning Activities
Filling out check stub/ register	1. Discuss the proper procedure for maintaining a register/stubs. 2. View a visual aid of register/stubs that are properly maintained. 3. Work a textbook and/or workbook simulation involving use of register/stubs.

9. On a written test, students will be able to write a check that is free from error.

Subject Matter Content	Learning Activities
Writing a check	1. Discuss orally parts of a check. 2. Review textbooks and list good check-writing procedures. 3. View an audiovisual aid on good check-writing techniques. 4. Complete textbook and/or workbook activities pertaining to check writing.

10. Students will be able to define on a written test with at least 75 percent accuracy terms related to personal banking records.

Subject Matter Content	Learning Activities
Defining terms	1. Define terms relating to bank management in class notebook. (Appendix A) 2. Complete a search-and-find sheet on vocabulary terms. (Appendix B)

11. Given a problem in class, students will be able to complete a bank statement reconciliation.

Subject Matter Content	Learning Activities
Bank reconciliation	1. View a transparency on the steps used to reconcile a bank statement. 2. In small groups compare bank statements with checkbook records. 3. Complete textbook and/or workbook reconciliation problems. 4. Complete a practice set or a project on checkbook management.

Subject Matter Content	Learning Activities
	5. Use a checkbook management software package to perform bank reconciliation on the microcomputer.

---

12. On a written test, students will be able to list five banking services with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Bank services	1. View current audiovisual material depicting banking services. 2. Prepare a bulletin board emphasizing banking services. 3. React to a presentation given by a visiting bank employee concerning banking services.

---

13. Students will be able to prepare a written report discussing the services offered by the Federal Reserve System.

Subject Matter Content	Learning Activities
Federal Reserve System	1. Read books, booklets, and pamphlets on the Federal Reserve System. 2. View an audiovisual aid on the Federal Reserve System. 3. Prepare a written report on the Federal Reserve System. (Evaluation in Appendix C)

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14. In a classroom discussion, students will be able to contribute at least one method of making a payment or transferring money.

Subject Matter Content	Learning Activities
Using other payment plans	1. View an audiovisual aid on different payment plans. 2. Study pamphlets on making money transfers.

3. List on chalkboard payment methods discussed.

---

15. Given situations on a written test, students will be able to choose the best method of payment with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Bank services	1. Prepare a poster showing the best method of making payments in several situations. 2. Discuss in small groups the methods of making payments.

---

16. In a classroom discussion, students will be able to identify several bank credit card plans.

Subject Matter Content	Learning Activities
Using other services credit cards	1. Display current literature featuring several credit cards. 2. Prepare a bulletin board using the material collected on credit cards. 3. In small groups, make lists of bank credit card plans; compare.

---

17. On a written test, students will be able to discuss an investment service provided by banks with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Using other services investments	1. Review current literature on investment services provided by banks. 2. Write a short report on investment services as a small group activity. (Evaluation in Appendix C) 3. Report group findings to the class.

---

18. In a classroom discussion, students will be able to explain the role of a trust service in a local bank.

Subject Matter Content	Learning Activities
Using other services trust department	1. View transparencies depicting trust services of a local bank. 2. Read current literature on trust services. 3. React to a taped interview with a trust officer.

---

19. Students will be able to discuss in class several reasons for using financial counseling available through local banks.

Subject Matter Content	Learning Activities
Using other services financial counseling	1. Listen to a financial counselor's lecture. 2. Write a short report about the lecture. (Evaluation in Appendix C) 3. Discuss articles from periodicals which present the values of financial counseling.

---

20. On a written test, students will be able to define and give examples of electronic banking services with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Using other services electronic banking	1. Collect material about electronic banking for display. 2. Prepare a collage from the above material. 3. List on the chalkboard various electronic banking services.

21. Given statements pertaining to savings accounts on a written test, students will be able to determine whether the statements are true or false with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Using other services savings accounts	1. Open a savings account at a local bank. 2. Read current literature available on savings accounts. 3. Complete textbook and/or workbook problems related to savings accounts.

22. On a written test, students will be able to list two advantages of having a safety deposit box.

Subject Matter Content	Learning Activities
Using other services safety deposit box	1. Tour a local bank. Listen to bank employees explain safety deposit box procedures. 2. Prepare a poster on a safety deposit box. 3. Discuss items one might place in a safety deposit box.

23. Students will be able to describe in a class discussion reasons for selecting a bank that is a member of the FDIC.

Subject Matter Content	Learning Activities
Using other services FDIC	1. Research and discuss the Federal Deposit Insurance Corporation with emphasis on its functions. 2. View aids that illustrate the functions of the FDIC.

3. List the advantages and disadvantages of banks being members of the FDIC.
4. Prepare an oral report on the services offered to banks by the FDIC. (Evaluation in Appendix D)

---

24. On a written test, students will be able to calculate interest due on interest-bearing accounts (money market, passbook accounts, and interest-bearing checking accounts) with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Receiving interest credit	1. Practice calculating interest on textbook and/or workbook problems. 2. View transparencies of investment charts that will illustrate the effect of regularly investing in interest-bearing accounts. 3. Use computer software that will demonstrate short-term and long-term investment accumulations on interest bearing accounts.

APPENDIX A

BANKING VOCABULARY

account

check

checkbook

check register

check stub

deposit slip/ticket

drawer

electronic fund

electronic transfer

Federal Deposit Insurance Corporation (FDIC)

forgery

joint account

overdraft

payee

post-dated check

raised check

signature card

APPENDIX B

SEARCH AND FIND: All of the words on the word list are located in the puzzle. They may be found horizontally, diagonally, or vertically and may be spelled forward and backward. Circle the words as you find them.

check

checkbook

deposit

drawer

electronic banking

endorsement

FDIC

forgery

funds

investments

joint account

payee

reconciliation

savings account

service charge

signature card

stub

overdrawing

APPENDIX B

WORD SEARCH

D	I	A	S	I	G	D	R	D	R	A	C	E	R	U	T	A	N	G	I	S	L	T	N	T	I	S	M	I	O
S	T	I	A	C	I	Y	W	Q	Z	O	P	T	M	N	B	C	B	X	S	T	U	T	A	T	U	O	I	P	W
A	N	T	A	I	X	A	W	D	R	A	T	E	O	M	O	P	E	A	C	U	S	T	I	O	W	A	T	O	A
S	M	T	W	H	A	I	Q	W	E	T	E	I	Q	P	A	C	X	Z	E	B	O	L	C	M	N	C	O	E	Z
F	G	A	V	G	R	R	S	S	T	W	N	N	E	U	A	R	I	C	S	I	G	O	W	Z	C	E	A	C	A
D	M	A	R	E	E	I	P	R	O	S	V	O	C	Y	R	E	C	A	C	T	A	D	L	C	Y	B	L	L	A
I	N	V	W	E	T	S	M	N	T	A	C	Q	E	R	T	U	B	C	A	E	D	S	I	G	N	A	T	R	A
C	A	A	M	B	S	A	V	S	A	V	H	R	N	R	E	C	O	N	D	I	R	E	C	O	D	A	R	T	G
R	R	S	E	R	V	I	C	T	S	E	E	R	D	O	V	E	R	D	W	W	I	D	R	A	I	W	T	M	N
D	T	T	Q	U	J	O	I	N	T	A	C	C	O	U	N	T	T	N	U	O	C	C	R	T	J	S	L	T	I
I	T	L	S	J	T	R	C	E	E	L	K	R	R	E	O	M	P	E	A	T	V	I	N	E	T	F	T	E	K
D	M	A	R	E	E	P	I	M	F	G	B	G	S	S	P	T	O	T	R	S	F	R	S	F	N	N	E	T	N
L	N	N	Y	V	D	A	S	T	I	G	O	A	E	C	K	C	K	U	N	R	R	S	B	L	K	T	O	R	A
Y	I	N	D	M	M	R	K	S	O	T	O	R	M	A	S	U	N	A	S	T	O	E	W	D	T	A	V	S	B
P	U	A	L	V	D	S	A	E	F	N	K	M	E	M	K	E	W	D	F	R	N	E	U	N	O	T	S	T	C
L	U	S	R	E	S	A	C	V	V	N	T	L	N	P	O	A	E	T	N	S	C	I	F	D	I	D	A	S	I
O	V	E	D	A	A	S	T	N	F	O	R	T	T	A	E	W	A	C	M	A	H	Z	C	V	P	K	A	A	N
E	L	E	C	T	R	O	C	I	N	E	L	E	C	T	R	O	D	A	T	E	E	E	M	M	C	C	D	G	O
G	T	G	T	O	S	T	U	V	X	U	O	S	T	A	O	A	E	W	C	C	N	A	S	E	O	F	S	K	P
M	U	F	C	X	D	Y	K	I	O	Y	H	G	D	F	X	V	N	M	O	Y	F	D	H	A	V	I	O	V	T
P	A	Y	R	C	O	P	L	F	C	B	N	M	Q	W	C	I	Y	X	Z	M	O	C	A	T	E	I	M	O	C
D	E	P	O	S	I	T	B	T	Y	K	L	C	V	S	T	J	K	O	V	B	D	F	T	W	V	C	L	P	E
S	X	V	B	H	G	F	Y	R	S	E	F	T	S	A	V	I	N	G	S	A	C	C	O	U	N	T	O	P	L
O	H	G	F	C	V	B	N	M	Y	U	U	J	K	F	S	A	W	D	F	C	V	A	Q	R	S	Y	M	N	E
O	J	H	F	G	H	A	Q	W	E	C	V	G	H	A	D	A	E	T	S	E	I	V	Q	E	U	E	F	N	N
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E	S	R	S	T	C	M	N	M	J	U	A	C	S	E	X	W	R	A	W	C	U	O	O	U	I	O	N	A	E
F	D	E	S	I	G	N	A	T	U	D	D	D	C	A	R	D	A	C	L	O	P	E	T	E	E	C	D	H	A
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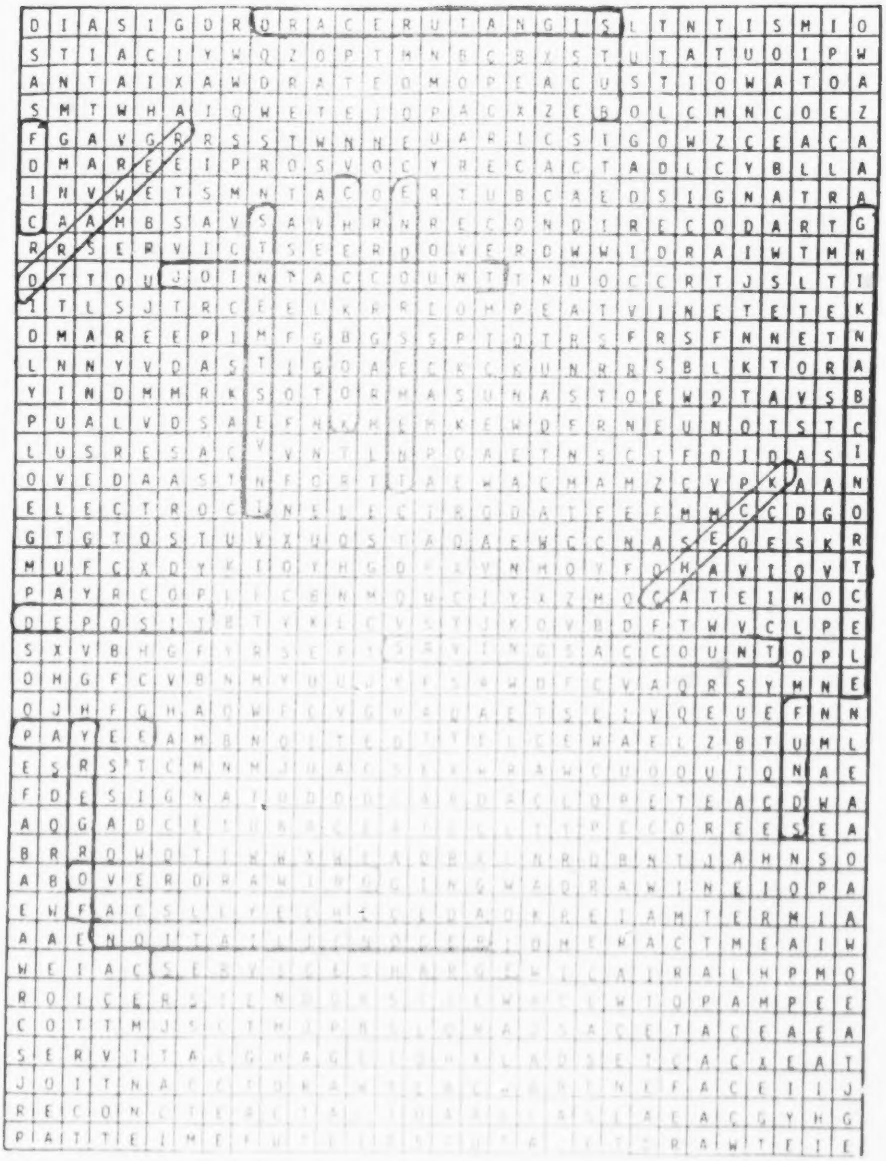
B	R	R	O	W	D	T	T	W	W	X	W	E	A	D	R	K	L	N	R	O	B	N	T	J	A	H	N	S	O
A	B	O	V	E	R	D	R	A	W	I	N	G	G	I	N	G	W	A	D	R	A	W	I	N	E	I	O	P	A
E	W	F	A	C	S	L	L	Y	E	C	H	E	C	E	D	A	O	K	R	E	I	A	M	T	E	R	M	I	A
A	A	E	N	O	I	T	A	I	L	I	C	N	O	C	E	R	I	O	M	E	R	A	C	T	W	E	A	I	W
W	E	I	A	C	S	E	R	V	I	C	E	C	H	A	R	G	E	W	I	C	A	I	R	A	L	H	P	M	O
R	O	I	C	E	R	S	T	E	M	D	O	R	S	T	T	E	W	A	C	E	W	I	O	P	E	M	P	E	E
C	O	T	T	M	J	S	C	T	M	J	P	B	S	L	O	N	A	J	S	A	C	E	T	A	C	E	A	E	A
S	E	R	V	I	T	A	C	G	H	A	G	E	I	O	H	K	L	A	D	S	E	T	C	A	C	X	E	A	T
J	O	I	T	N	A	C	C	T	D	R	A	W	T	E	A	C	W	A	R	E	N	E	F	A	C	E	I	I	J
R	E	C	O	N	C	T	E	A	C	T	A	L	I	O	A	A	C	E	A	G	E	A	E	A	C	G	Y	H	G
P	A	T	T	E	I	M	E	F	U	T	E	I	O	S	T	U	T	A	C	E	T	D	R	A	[illegible]	T	E	I	E

APPENDIX B

ANSWER KEY



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S	T	I	A	C	I	Y	W	Q	Z	O	P	T	M	N	B	C	B	X	S	T	U	T	A	T	U	O	I	P	W
A	N	T	A	I	X	A	W	D	R	A	T	E	O	M	O	P	E	A	C	U	S	T	I	O	W	A	T	O	A
S	M	T	W	H	A	I	Q	W	E	T	E	J	O	P	A	C	X	Z	E	B	O	L	C	M	N	C	O	E	Z
F	G	A	V	G	R	R	S	S	T	W	N	N	E	U	A	R	I	C	S	I	G	O	W	Z	C	E	A	C	A
D	M	A	R	E	E	I	P	R	O	S	V	O	C	Y	R	E	C	A	C	T	A	D	L	C	Y	B	L	L	A
I	N	V	W	E	T	S	M	N	T	A	C	O	E	R	T	U	B	C	A	E	D	S	I	G	N	A	T	R	A
C	A	A	M	B	S	A	V	S	A	V	H	R	N	R	E	C	O	N	D	I	R	E	C	O	D	A	R	T	G
R	R	S	E	R	V	I	C	T	S	E	E	R	D	O	V	E	R	D	W	W	I	D	R	A	I	W	T	M	N
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Y	I	N	D	M	M	R	K	S	O	T	O	R	M	A	S	U	N	A	S	T	O	E	W	D	T	A	V	S	B
P	U	A	L	V	D	S	A	E	F	H	K	H	E	M	K	E	W	D	F	R	N	E	U	N	O	T	S	T	C
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O	V	E	D	A	A	S	T	N	F	O	R	T	T	A	E	W	A	C	M	A	M	Z	C	V	P	K	A	A	N
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P	A	Y	R	C	O	P	I	I	C	B	N	M	O	W	C	I	Y	X	Z	M	O	C	A	T	E	I	M	O	C
D	E	P	O	S	I	T	B	T	Y	K	L	C	V	S	Y	J	K	O	Y	B	D	F	T	W	V	C	L	P	E
S	X	V	B	H	G	F	Y	R	S	E	F	I	S	A	V	I	N	G	S	A	C	C	O	U	N	T	O	P	L
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E	S	R	S	T	C	M	N	M	J	U	A	C	S	X	X	W	R	A	W	C	U	O	O	U	I	Q	N	A	E
F	D	E	S	I	G	N	A	T	U	D	D	D	D	A	R	D	A	C	L	O	P	E	T	E	A	C	D	W	A
A	Q	G	A	D	C	E	I	U	K	R	C	E	A	I	E	L	L	T	T	P	E	C	O	R	E	E	S	E	A
B	R	R	Q	W	Q	T	I	W	W	X	W	I	A	Q	B	X	I	N	R	D	B	N	T	J	A	H	N	S	O
A	B	O	V	E	R	D	R	A	W	I	N	G	G	I	N	G	W	A	D	R	A	W	I	N	E	I	O	P	A
E	W	F	A	C	S	L	I	Y	E	L	H	X	Q	L	D	A	O	K	R	E	I	A	M	T	E	R	M	I	A
A	A	E	N	O	I	T	A	I	L	I	C	N	O	C	E	R	I	O	M	E	H	A	C	T	M	E	A	I	W
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C	O	T	T	M	J	S	C	T	H	U	P	R	S	L	O	N	A	S	S	A	C	E	T	A	C	E	A	E	A
S	E	R	V	I	T	A	L	G	H	A	G	E	I	S	H	X	L	A	D	S	E	T	C	A	C	I	E	A	T
J	O	I	T	N	A	C	C	T	D	K	A	H	T	I	A	C	W	A	R	T	N	K	F	A	C	E	I	I	J
R	E	C	O	N	C	I	E	A	C	T	A	N	I	O	A	R	E	E	A	S	L	A	E	A	C	G	Y	H	G
P	A	T	T	E	I	M	E	F	U	P	T	I	T	S	F	C	U	T	A	X	T	S	R	A	W	T	E	I	E

APPENDIX C

WRITTEN REPORT EVALUATION

STUDENT'S NAME____________________ TOPIC________________________

**10 is the highest possible score in each category.

POINTS EARNED — CATEGORIES AND COMMENTS

__________ 1. Neatness--(comments)________________________________

__________ 2. Subject/Verb Agreement (comments)____________________

__________ 3. Spelling--(comments)________________________________

__________ 4. Punctuation/Capitalization--(comments)______________

__________ 5. Introductory Paragraph--(comments)__________________

__________ 6. Body Content or Organization--(comments)____________

__________ 7. Concluding Paragraph--(comments)____________________

__________ 8. Word Usages--(comments)_____________________________

__________ 9. Following Directions--(comments)____________________

__________ 10. Degree of Preparation--(comments)__________________

__________TOTAL POINTS EARNED (possible 100)

__________GRADE EARNED

____
EVALUATOR'S SIGNATURE

*Used with the permission of Kathleen Audiffred of East St. John High School.

APPENDIX D

ORAL REPORT CHECKLIST

STUDENT'S NAME____________________TOPIC____________________________

5--excellent 4--above average 3--average 2--below average 1--poor

ORGANIZATION OF REPORT	5	4	3	2	1
Introduction					
Body Content					
Conclusion					
PRESENTATION OF REPORT					
Eye Contact					
Facial Expression					
Posture and Gestures					
Comprehension of Material					
VOICE					
Volume					
Inflection					
Expression					
SPEECH					
Distinctness					
Clarity					
Choice of Words					
Appropriate Pace					

TOTAL POINTS EARNED____

COMMENTS____

____

____
Evaluator's Signature

*Used with the permission of Kathleen Audiffred and LaRue Speights of East St. John High School.

UNIT TEST

PERSONAL BANKING RECORDS

A. SHORT ANSWER

1. List three (3) types of endorsements and tell when each is used.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. List five (5) banking services.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

3. List two (2) advantages of having a safe-deposit box.

   a. ______________________________

   b. ______________________________

B. DEFINITIONS

Directions: Define each term using a complete sentence.

1. account ______________________________

2. drawer ______________________________

3. payee ______________________________

4. checkbook ______________________________

5. FDIC ______________________________

C. MATCHING

Directions: Match the situation in Column A with the best form of payment listed in Column B. Place the letter of your choice in the space provided.

Column A

_____ 1. Way of making payment with a bank form when one doesn't have a checking account.

_____ 2. Used to make sure the check will be honored by the bank.

_____ 3. Used by a person with no checking and no bank conveniently located.

_____ 4. Used to buy groceries at a local store.

_____ 5. Used by a person making a large business deal in a distant city.

_____ 6. Used by a person on vacation.

_____ 7. Used to pay the monthly electric bill.

_____ 8. Used to pay someone whom one doesn't know and who will not accept a personal check.

_____ 9. Form of payment that is limited to $400.

_____10. Cashed only after it has been signed the second time in the presence of the person accepting it.

Column B

A. bank draft

B. bank money order

C. certified check

D. check

E. postal money order

F. traveler's check

UNIT TEST continued

D. TRUE--FALSE

Directions: In the space provided, write "T" if the question is true and "F" if the question is false for each of the statements below.

_____ 1. Savings accounts are known as time deposits.

_____ 2. A savings account is the best first investment.

_____ 3. A regular savings account is not a liquid investment.

_____ 4. Compound interest is seldom paid on savings accounts.

_____ 5. Withdrawals made before payment date can result in loss of interest.

_____ 6. A Series E bond is a means of saving money.

_____ 7. Quarterly interest payments are paid every three months.

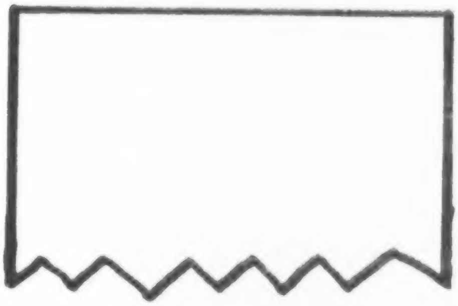
_____ 8. On fixed-dollar investments, the dollar value changes monthly.

_____ 9. Interest is paid on regular savings accounts.

_____10. There are two kinds of savings accounts.

E. FILL IN THE BLANK

1. Endorse the following check in blank.



2. Fill in the following check using the current date in the amount of $2 payable to John C. Doe. Use your name as a maker of the check.

2286

MRS. BETTY BROWN
1009 ELM STREET
LAPLACE, LA 70368

________________19 ----   84-100/654

PAY TO THE ORDER OF________________________________ $

____DOLLARS

WATERLAND NATIONAL BANK
LAPLACE LOUISIANA 70368-0489

MEMO______________________   ______________________________
:065410447: 90 2287 8 2286

F. PROBLEM SOLVING

Directions: Calculate the interest due in each situation. Show your work in the space provided.

1. John Hall borrowed $200 at 12% for 1 year.

2. Stephen Nelson borrowed $1,000 to be repaid in 60 days at 10%.

G. ESSAY

Directions: Discuss each item, using complete sentences.

1. Discuss four reasons for having a checking account.

2. Discuss one of the investment services offered by banks.

3. Define and list two examples of electronic banking services offered by banks.

UNIT TEST

ANSWER KEY

A. SHORT ANSWER

1. List three (3) types of endorsements and tell when each is used.
   a. Blank--used whenever a check is to be transferred.
   b. Full--used so that only the person stated will be able to cash it.
   c. Restrictive--used for a special purpose such as for deposit.
2. List five (5) banking services.
   a. Savings accounts
   b. Electronic teller
   c. Investment services
   d. Trust services
   e. Accepting deposits
3. List two (2) advantages of having a safe-deposit box.
   a. For valuables such as jewelry
   b. For important papers--such as wills, stocks, etc.

B. DEFINITIONS

Directions: Define each term using a complete sentence.

1. account An account is the record that a bank keeps of a customer's checking or savings.
2. drawer The drawer is the person who signs a check.
3. payee The payee is the person to whom a check is made payable.
4. checkbook A checkbook is a bound book containing blank checks, stubs or register.
5. FDIC The FDIC is a federal agency that guarantees bank deposits up to $100,000 for each account.

UNIT TEST continued

C. MATCHING

Directions: Match the situation in Column A with the best form of payment listed in Column B. Place the letter of your choice in the space provided.

Column A

B 1. Way of making payment with a bank form when one doesn't have a checking account.

C 2. Used to make sure the check will be honored by the bank.

E 3. Used by a person with no checking account and no bank conveniently located.

D 4. Used to buy groceries at a local store.

A 5. Used by a person making a large business deal in a distant city.

F 6. Used by a person on vacation.

D 7. Used to pay the monthly electric bill.

C 8. Used to pay someone whom one doesn't know and who will not accept a personal check.

E 9. Form of payment that is limited to $400.

F 10. Cashed only after it has been signed the second time in the presence of the person accepting it.

Column B

A. bank draft

B. bank money order

C. certified check

D. check

E. postal money order

F. traveler's check

UNIT TEST continued

D. TRUE--FALSE

Directions: In the space provided, write "T" if the question is true and "F" if the question is false for each of the statements below.

T 1. Savings accounts are known as time deposits.

T 2. A savings account is the best first investment.

F 3. A regular savings account is not a liquid investment.

F 4. Compound interest is seldom paid on savings accounts.

T 5. Withdrawals made before payment date can result in loss of interest.

T 6. A Series E bond is a means of saving money.

T 7. Quarterly interest payments are paid every three months.

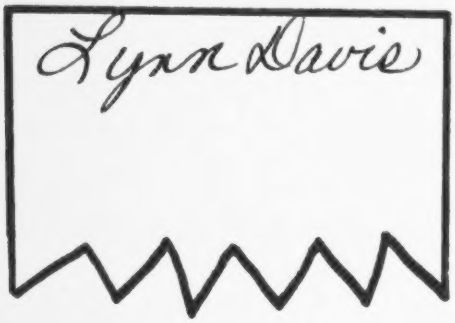
T 8. On fixed-dollar investments, the dollar value changes monthly.

T 9. Interest is paid on regular savings accounts.

T 10. There are two kinds of savings accounts.

E. FILL IN THE BLANK

1. Endorse the following check in blank.



Lynn Davis

2. Fill in the following check using the current date in the amount of $2 payable to John C. Doe. Use your name as a maker of the check.

2286

MRS. BETTY BROWN
1009 ELM STREET
LAPLACE, LA 70368

May 23 19 -- 84-100/654

PAY TO THE ORDER OF John C. Doe $ 2.00

Two and 00/100 DOLLARS

WATERLAND NATIONAL BANK
LAPLACE LOUISIANA 70368-0489

MEMO (Student's Signature)

:065410447: 90 2287 8 2286

F. PROBLEM SOLVING

Directions: Calculate the interest due in each situation. Show your work in the space provided.

1. John Hall borrowed $200 at 12% for 1 year.

$$\frac{200}{1} \times \frac{12}{100} \times \frac{1}{1} = \$24$$

2. Stephen Nelson borrowed $1,000 to be repaid in 60 days at 10%.

$$\frac{1000}{1} \times \frac{10}{100} \times \frac{60}{360} = \$16.66$$

G. ESSAY

Directions: Discuss each item, using complete sentences.

1. Discuss four reasons for having a checking account.

a. A checking account provides safety. If a check is lost one can stop payment.

b. It is a convenient way to handle money. One can pay the exact amount due.

c. It saves time and money. By using the mail service one does not have to travel to the creditor's place of business.

d. A check is a receipt. When properly canceled, it serves as a legal proof of payment.

2. Discuss one of the investment services offered by banks.

(Answers may cover any of the investment services discussed in class.)

People who have money to invest differ at all levels of the economic system. Therefore, banks offer many different investment services. One of the plans is a savings account. An initial deposit is required with a stated amount of interest to be paid. It may be paid daily, monthly, quarterly, or annually. A small fee may be charged if one withdraws from the account too many times.

3. Define and list two examples of electronic banking services offered by banks.

Americans write hundreds of thousands of checks per day. We are depending more and more on the computer. With the computer, money can be transferred from one account to another without writing a check. This transfer is called electronic funds transfer or electronic banking. Some of the benefits electronic banking offers include: (1) helps to eliminate payroll checks, (2) easy payment of many monthly bills, (3) condition of checking account can be verified immediately, and (4) banking at automatic tellers gives a person 24-hour service, tellers are usually located in several areas such as shopping malls, airports, and on street corners.

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Bulletin boards and displays
- Class notebook
- Class participation
- Oral reports
- Project
- Software simulation
- Textbook and/or workbook problems
- Unit test
- Written reports

EQUIPMENT AND SUPPLIES

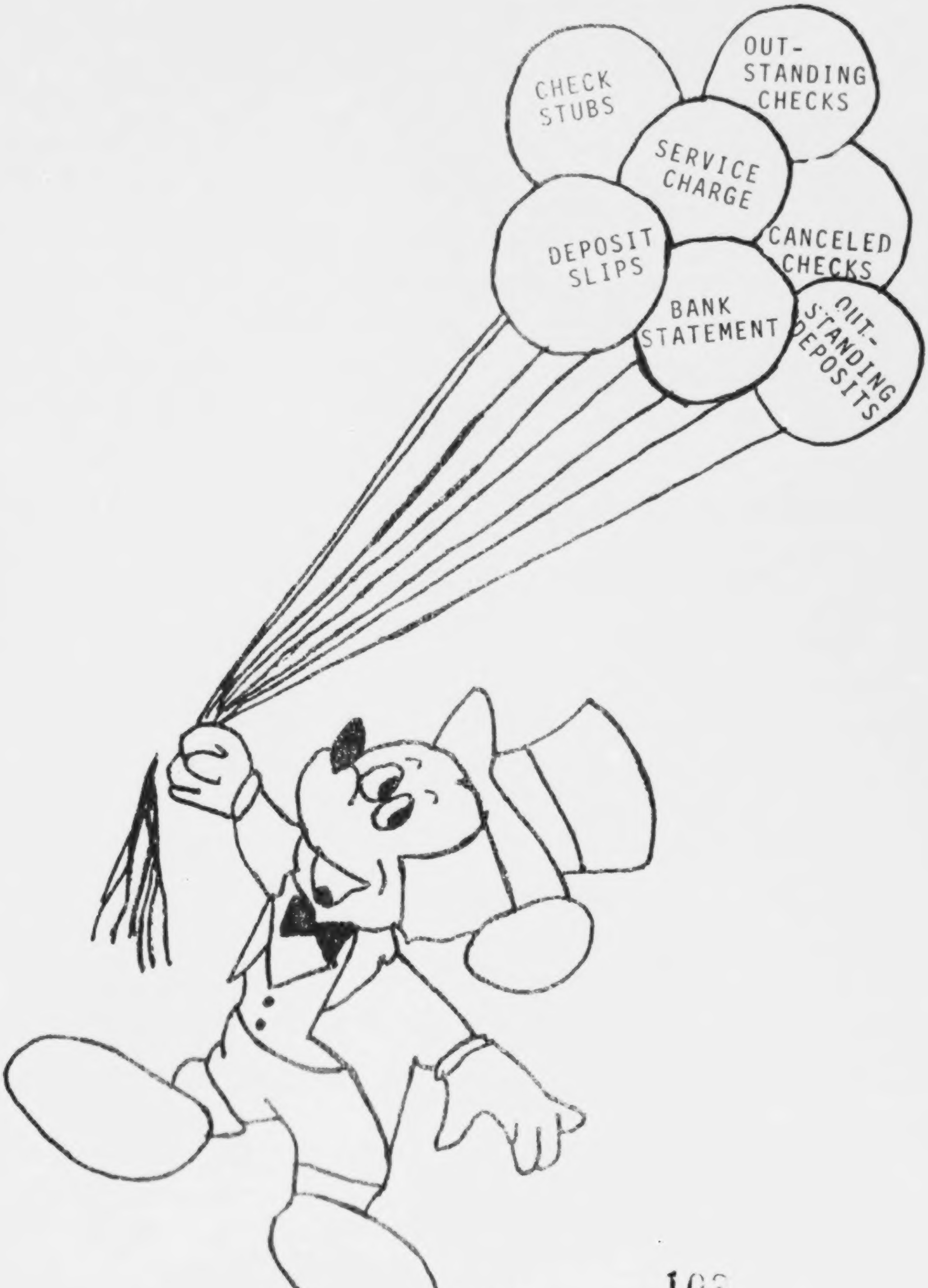
Student

Textbook
Newspapers
Notebook
Magazines
Workbook
Bulletin Board Supplies
Simulation Set
Bank Forms
Pamphlets

Teacher

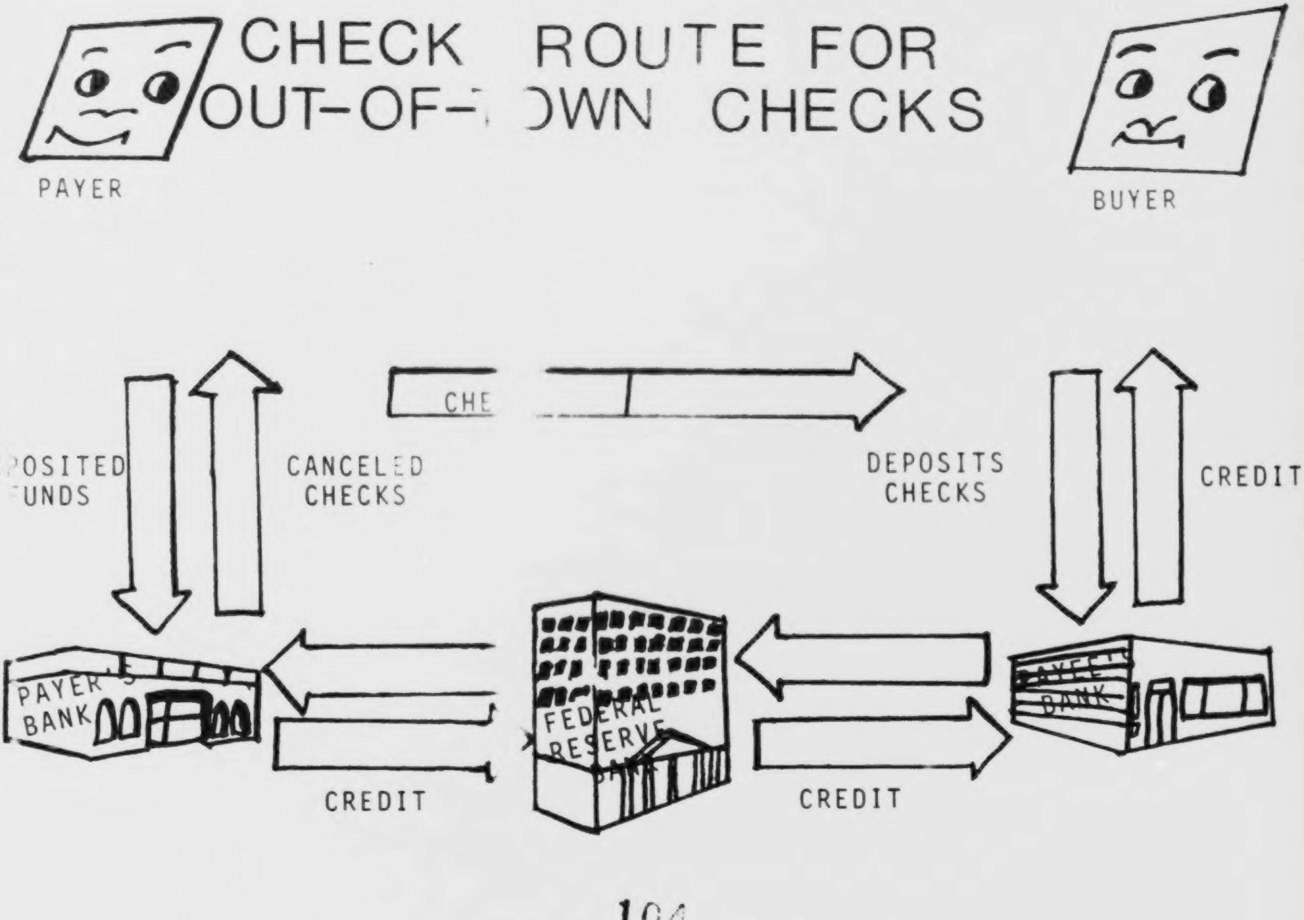
Textbook and Manual
Overhead Projector
Transparencies
Film/Filmstrip Projector
Films and Filmstrips
Bulletin Board Supplies
Checklists
Periodicals
Puzzle Handouts
Audio-Visual Aids
Checkbook Management Software

INGREDIENTS FOR A BANK STATEMENT RECONCILIATION


CHECK STUBS
OUT-STANDING CHECKS
SERVICE CHARGE
DEPOSIT SLIPS
CANCELED CHECKS
BANK STATEMENT
OUT-STANDING DEPOSITS

CHECK CYCLE

CHECK ROUTE FOR OUT-OF-TOWN CHECKS


PAYER
BUYER
CHE
DEPOSITED FUNDS
CANCELED CHECKS
DEPOSITS CHECKS
CREDIT
PAYER'S BANK
FEDERAL RESERVE BANK
PAYEE'S BANK
CREDIT
CREDIT

SUPPLEMENTARY MATERIALS

Films (16mm)

Banking
Louisiana State University
Room 118, Himes Hall
Baton Rouge, LA 70803

Consumer Skills: Budgeting Your Money
Louisiana State University
Room 118, Himes Hall
Baton Rouge, LA 70803

Filmstrips/Cassettes

Financing the Company DX 1036-6
(One Color Filmstrip, One Cassette)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Introduction to Finance DX 1046
(Eight Color Filmstrips, Eight Cassettes)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Money Management
(Booklet/filmstrip)
Money Management Institute
Household International
2700 Sanders Road
Prospect Heights, IL 60070

Periodicals

Business Exchange
Houghton Mifflin
One Beacon Street
Boston, MA 02108

Century 21 Reporter
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Simulations

McCullough, Everard. Bank Reconciliation Projects,
2nd Edition, 1980
Glencoe Publishing Company
17337 Ventura Boulevard
Encino, CA 91316

Roman, John C., and Robert E. French. Family Financial Management,
4th Edition.
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Wood, Merle. The Davis Family: A Personal Recordkeeping Practice
Set, 2nd Edition, 1982.
Gregg Division
McGraw-Hill Book Co.
P. O. Box 996
Norcross, GA 30091

Software

Business Education I
(Available for IBM-PC Diskette, 64K; Backup)
Learning Arts
P. O. Box 179
Wichita, KS 67201

Microcomputer Activities for Office Procedures
(Available for Apple II Plus, Apple IIe, TRS-80 III & IV)
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Microcomputer Activities for Recordkeeping, 1984
(Available for Apple II, IBM-PC, and TRS-80 III & IV)
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

Textbooks

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis.
Practical Record Keeping, 5th edition, 1981
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

SUPPLEMENTARY MATERIALS continued

Huffman, Harry, and Jeffrey R. Stewart. General Recordkeeping
8th Edition, 1981.
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 08520

Lasselle, Richard C. Recordkeeping: The Total Concept, 1982.
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

RESOURCES

Bryant, Joyce E., Nancy H. Baran, and Sharon M. Tarrant. *Managing Your Credit*. Prospect Heights, IL: Money Management Institute, 1978.

Bryant, Joyce E., Nancy H. Baran, and Sharon M. Tarrant. *Reaching Your Financial Goals*. Prospect Heights, IL: Money Management Institute, 1971.

Bryant, Joyce E., Nancy H. Baran, and Sharon M. Tarrant. *Your Housing Dollar*. Prospect Heights, IL: Money Management Institute, 1983.

Campbell, Sally. *Our Economic System*. Chicago: Sears, Roebuck and Company, 1976.

Daughtrey, Anne Scott, Robert A. Ristau, and Joseph S. DeBrum. *General Business for Economic Understanding*. Cincinnati: South-Western Publishing Co., 1981.

(No author). *Federal Information Centers*. Washington, D.C.: General Services Administration, 1977.

Herbert, Bruce E. "Updating Instruction in Banking and Credit." *Journal of Business Education*, 59 (November, 1983), pp. 50-54.

Johnston, Robert. *Nation-Spanning Credit Cards*. San Francisco: Federal Reserve Bank of San Francisco, (no date).

(No author). *Journey Through a Stock Exchange*. New York: American Stock Exchange, 1970.

Manzer, John P. "Update Money Management Units in Forms of New Legislation." *Business Education Forum*, 36 (November, 1981), pp. 15 and 18.

Price, Ray G., J. Curtis Hall, and Wanda Blockhus. *Business and You as a Consumer, Worker, and Citizen*. New York: Gregg Division, McGraw-Hill Book Company, 1979.

Saunders, Hilda. "A Cashless Society--Will You Be Ready?" *Business Education Forum*, 36 (April, 1982), pp. 24-25.

Swanson, Robert M., Kenton E. Ross, Robert D. Hanson, and Lewis D. Boynton. *Century 21 Accounting I*. Cincinnati: South-Western Publishing Co., 1982.

(No author). You and the Investment World. *New York: The New York Stock Exchange*, (no date).

UNIT IV

PERSONAL TAX RECORDS

INTRODUCTION

In our American society, every individual is required by law to pay some kind of personal tax. Since everyone is affected by taxes, it is important to know about these taxes.

The purpose of this unit is to familiarize students with the various kinds of personal taxes as well as to provide practice in the preparation of selected tax forms.

COMPETENCIES

1. Become familiar with the basic principles of personal taxation.
2. Develop an understanding of the computation of personal taxes.
3. Demonstrate familiarity with tax filing procedures by preparing tax returns.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Examine the various kinds of personal taxes.
2. Develop a general understanding of the steps involved in completing tax forms.
3. Demonstrate a basic understanding of the application and uses of selected tax tables.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, students will be able to identify and discuss the four kinds of personal taxes--sales tax, property tax, social security tax, and income tax--with at least 75 percent accuracy.
2. Given a list of terms and definitions related to taxation on a written test, students will be able to match the terms with the definitions with at least 75 percent accuracy.
3. In class students will be able to compare and contrast the kinds of sales taxes, including excise tax and tariffs.
4. In class students will be able to discuss who must pay sales taxes and who is exempt from paying sales taxes.

5. On a problem test, students will be able to calculate sales taxes with 75 percent accuracy.

6. Given a sales tax table in class and specific situations, students will be able to determine the tax on an item without having to compute it.

7. In class students will be able to compare and contrast the kinds of property taxes, including real estate taxes and personal property taxes.

8. On a problem test students will be able to calculate property taxes when given assessed values and tax rates with at least 75 percent accuracy.

9. In class students will be able to compare and contrast the social security program with insurance programs.

10. In class students will be able to discuss the various categories of benefits in the social security program.

11. In class students will be able to determine how the monies from the social security tax are levied and collected.

12. Students will be able to construct a chart showing the distribution of social security tax monies to the local, state, and federal agencies.

13. In class students will be able to discuss the collection and uses of income taxes.

14. On a problem test students will be able to prepare basic tax forms--1040-EZ, 1040A, and state tax forms--with at least 75 percent accuracy.

15. In class students will be able to compile a list of at least five types of records needed for documentation of tax returns.

16. Given situations on a written test, students will be able to determine the number of exemptions allowed in calculating income tax.

METHODOLOGY

The purpose of this unit is to familiarize students with the various personal taxes and how the taxes apply to individuals. Activities will also be provided to acquaint students with selected tax forms and tables.

Tax tables, tax forms, guest speakers, and newspaper articles will be used to enrich the content of the teacher's lectures.

SUGGESTED INTEREST APPROACHES

1. Invite a tax consultant as a guest speaker.
2. Assign the reading of articles on taxes and have students report orally on the readings.
3. Prepare tax forms.
4. Have students prepare a bulletin board on personal taxes.

UNIT OUTLINE

PERSONAL TAX RECORDS

I. Sales and Property Taxes

  A. Sales taxes
    1. definition
    2. kinds
    3. persons who must pay taxes
    4. persons exempted from paying taxes
    5. collection of taxes
    6. tax table
  B. Property taxes
    1. definition
    2. kinds
      a. real estate
      b. personal
    3. persons who must pay taxes
    4. persons exempted from paying taxes
    5. calculation of taxes
  C. Uses of sales taxes and property taxes
  D. Advantages and disadvantages

II. Social Security Taxes

  A. Definition
  B. Types of benefits
    1. retirement
    2. survivor
    3. disability
    4. medicare
  C. Advantages and disadvantages
  D. Payment of taxes
    1. self-employed
    2. employee/employer payroll

III. Income Taxes

A. Definition
B. Payment of taxes
C. Collection of taxes
  1. payroll deduction
  2. self-employed
D. Uses of collected taxes
  1. local
  2. state
  3. federal
E. Advantages and disadvantages

IV. Tax Returns

A. Federal return
  1. Types of federal forms
    a. W2
    b. 1040E-Z
    c. 1040A
    d. 1040
  2. Tax tables
  3. Documentation of records
  4. Exemptions
    a. single
    b. head of household
    c. married
    d. married filing separately
    e. dependent children
    f. handicapped
    g. aged
B. State return

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. On a written test, students will be able to identify and discuss the four kinds of personal taxes--sales tax, property tax, social security tax, and income tax--with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Sales and Property Taxes Social Security Taxes Income Taxes	1. View an audiovisual aid concerning taxation. 2. Prepare a bulletin board display that will compare the kinds of personal taxes.

	3. Collect magazine or newspaper articles related to the various kinds of personal taxes.
	4. Discuss how each tax is paid and for what purposes each is used.

2. Given a list of terms and definitions related to taxation on a written test, students will be able to match the terms with the definitions with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Sales and Property Taxes Social Security Taxes Income Taxes Tax Returns	1. Prepare a notebook with terms and definitions related to taxation. (Appendix A)
	2. React to a presentation given by a tax consultant.

3. In class students will be able to compare and contrast the kinds of sales taxes, including excise tax and tariffs.

Subject Matter Content	Learning Activities
Sales Taxes	1. Discuss the types of sales taxes and their uses.
	2. Compile a list of the possible sources of the sales tax income.
	3. In small groups, discuss the advantages and disadvantages of paying sales taxes.
	4. Present orally the outcome of each small group discussion.

4. In class students will be able to discuss who must pay sales taxes and who is exempt from paying sales taxes.

Subject Matter Content	Learning Activities
Sales Taxes	1. Given a list of items, students will determine if sales taxes are levied on each item.

	2. List conditions under which exemptions are granted.

---

5. On a problem test students will be able to calculate sales taxes with 75 percent accuracy.

Subject Matter Content	Learning Activities
Sales Taxes	1. View a demonstration of the steps involved in figuring the sales tax on given items.
	2. Calculate sales tax from examples given on a worksheet. (Appendix B)
	3. Complete textbook and/or workbook activities on sales tax calculations.

---

6. Given a sales tax table in class and specific situations, students will be able to determine the tax on an item without having to compute it.

Subject Matter Content	Learning Activities
Sales Taxes	1. View a demonstration on how to use a tax table.
	2. Determine the sales tax on certain items by using a sales tax table. (Appendix C)

---

7. In class students will be able to compare and contrast the kinds of property taxes, including real estate and personal property taxes.

Subject Matter Content	Learning Activities
Property Taxes	1. Discuss the kinds of property taxes.
	2. Compile a list of the possible sources of property taxes.

	3. In small groups, discuss the advantages and disadvantages of paying property taxes. 4. Present orally the outcome of each small group discussion.

---

8. On a problem test students will be able to calculate property taxes when given assessed values and tax rates with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Property Taxes	1. View a demonstration of the steps involved in calculating property taxes. 2. Calculate property taxes from examples included on a worksheet. (Appendix D) 3. Discuss homestead exemption and how it affects the payment of property taxes.

---

9. In class students will be able to compare and contrast the social security program with insurance programs.

Subject Matter Content	Learning Activities
Social Security Taxes	1. Collect articles on the different kinds of insurance. 2. Construct a chart showing the kinds of insurance with their advantages and disadvantages. 3. Prepare a written report on the Social Security system and its various programs. (Appendix E)

10. In class students will be able to discuss the various categories of benefits in the social security program.

Subject Matter Content	Learning Activities
Social Security Taxes	1. View a film on the Social Security program.
	2. Discuss the advantages and disadvantages of Social Security.
	3. Collect newspaper and magazine clippings of Social Security related articles.

11. In class students will be able to determine how the monies from the social security tax are levied and collected.

Subject Matter Content	Learning Activities
Social Security Taxes	1. React to a presentation given by a representative of the Social Security Department.
	2. Discuss in small groups how Social Security receives funding.

12. Students will be able to construct a chart showing the distribution of social security tax monies to the local, state, and federal agencies.

Subject Matter Content	Learning Activities
Social Security Taxes	1. Prepare a bulletin board depicting how tax money is distributed.
	2. Write a short report discussing the distribution of Social Security taxes.

13. In class students will be able to discuss the collection and uses of income taxes.

Subject Matter Content	Learning Activities
Income Taxes	1. Discuss the collection of income taxes. 2. Compile a list of the uses of income tax monies at the local, state, and federal levels.

14. On a problem test students will be able to prepare basic tax forms--1040-EZ, 1040A, and state tax forms--with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Tax Returns	1. View transparencies of the kinds of tax forms. 2. Discuss on a worksheet the reasons for using the various tax forms. (Appendix F) 3. Complete computer software on computation of taxes. 4. Complete a tax simulation or project. 5. Prepare tax returns on actual forms.

15. In class students will be able to compile a list of at least five kinds of records needed for documentation of tax returns.

Subject Matter Content	Learning Activities
Tax Returns	1. Discuss methods of record keeping for tax purposes. 2. Prepare a summary of tax related expenses based on a textbook and/or workbook example.

16. Given situations on a written test, students will be able to determine the number of exemptions allowed in calculating income tax.

Subject Matter Content	Learning Activities
Tax Returns	1. Using a Federal Tax booklet, (available at local post offices) prepare a chart showing the categories for exemptions and the stipulations for each category.
	2. Complete the worksheet found in a Federal Tax booklet.
	3. Complete textbook and/or workbook activities pertaining to tax exemptions.

APPENDIX A

VOCABULARY WORDS

appraisal
assessment
assessor
collected
deductions
dependents
excise tax
exemption
FICA
income tax
income tax return
Internal Revenue Service
itemized deductions
levied
mill
personal property tax
property tax
real estate tax
sales tax
sales tax table
social security benefits
social security number
social security tax
tariff
1040 Form
1040A Form
1040-EZ Form
W-2 Form

APPENDIX B

SALES TAX PROBLEMS

1. Last Monday John made the following sales in the store where he works. Figure the amount of sales tax collected on each sale. The sales tax rate on each item is 6 percent.

   A. $ 5.00 ________

   B. $ 14.75 ________

   C. $ 3.29 ________

   D. $ .98 ________

   E. $ 55.25 ________

   F. $133.33 ________

   G. $402.09 ________

   H. $210.57 ________

   I. $ 99.99 ________

   J. $714.68 ________

2. Anna sold merchandise to several customers during the day. Find the total of each sale by adding together the amounts of each item purchased. Then figure 7 percent sales tax on the sale. Finally, determine the total amount that should be collected from each customer.

	Total Sales	Sales Tax	Total Amount
A. $15.25, $1.29, $0.79	______	______	______
B. $12.32, $1.99, $0.59	______	______	______
C. $29.15, $1.99, $0.99	______	______	______
D. $93.10, $7.25, $9.15	______	______	______
E. $13.20, $2.35, $1.10	______	______	______

APPENDIX B

ANSWER KEY

1. Last Monday John made the following sales in the store where he works. Figure the amount of sales tax collected on each sale. The sales tax rate on each item is 6 percent.

A.	$ 5.00	$ .30
B.	$ 14.75	$ .89
C.	$ 3.29	$ .20
D.	$ .98	$ .06
E.	$ 55.25	$ 3.32
F.	$133.33	$ 8.00
G.	$402.09	$24.13
H.	$210.57	$12.63
I.	$ 99.99	$ 6.00
J.	$714.68	$42.88

2. Anna sold merchandise to several customers during the day. Find the total of each sale by adding together the amounts of each item purchased. Then figure 7 percent sales tax on the sale. Finally, determine the total amount that should be collected from each customer.

		Total Sales	Sales Tax	Total Amount
A.	$15.25, $1.29, $0.79	$ 17.33	$1.21	$ 18.54
B.	$12.32, $1.99, $0.59	$ 14.90	$1.04	$ 15.94
C.	$29.15, $1.99, $0.99	$ 39.24	$2.75	$ 41.99
D.	$93.10, $7.25, $9.15	$109.50	$7.67	$117.17
E.	$13.20, $2.35, $1.10	$ 16.65	$1.17	$ 17.82

APPENDIX C

SALES TAX PROBLEMS USING TAX TABLE

Directions: Using a sales tax table, determine the sales tax levied on each item.

A. $5.20 ______________

B. $2.19 ______________

C. $1.29 ______________

D. $0.95 ______________

E. $0.55 ______________

F. $3.29 ______________

G. $6.25 ______________

H. $2.22 ______________

I. $1.19 ______________

J. $2.10 ______________

Note: Teacher should supply copies of local tax tables. Copies of local tax tables may be obtained from the Louisiana Revenue and Taxation Department district offices.
Answers will vary according to tax table used.

APPENDIX D

PROPERTY TAX PROBLEMS

1. Compute the taxes for each of the following properties.

   A. $20,000 at $4.25 for every $100 ______________

   B. $33,500 at $5.25 for every $100 ______________

   C. $19,800 at $7.15 for every $100 ______________

   D. $29,400 at $9.15 for every $100 ______________

   E. $15,600 at $3.90 for every $100 ______________

   F. $52,400 at $6.75 for every $100 ______________

   G. $10,300 at $8.42 for every $100 ______________

   H. $55,666 at $8.30 for every $100 ______________

   I. $18,500 at $7.50 for every $100 ______________

   J. $25,500 at $9.25 for every $100 ______________

2. Compute the property tax for the following assessed value of property.

   A. $25,000 at 65 mills ______________

   B. $21,850 at 55 mills ______________

   C. $89,100 at 85 mills ______________

   D. $35,900 at 62 mills ______________

   E. $12,800 at 60 mills ______________

   F. $7,900 at 53 mills ______________

   G. $18,400 at 55 mills ______________

   H. $125,000 at 65 mills ______________

   I. $137,500 at 72 mills ______________

   J. $149,300 at 66 mills ______________

APPENDIX D

ANSWER KEY

1. Compute the taxes for each of the following properties.

A. $20,000 at $4.25 for every $100	$ 850.00
B. $33,500 at $5.25 for every $100	$1,758.75
C. $19,800 at $7.15 for every $100	$1,415.70
D. $29,400 at $9.15 for every $100	$2,690.10
E. $15,600 at $3.90 for every $100	$ 608.40
F. $52,400 at $6.75 for every $100	$3,537.00
G. $10,300 at $8.42 for every $100	$ 867.26
H. $55,666 at $8.30 for every $100	$4,620.28
I. $18,500 at $7.50 for every $100	$1,387.50
J. $25,500 at $9.25 for every $100	$2,358.75

2. Compute the property tax for the following assessed value of property.

A. $25,000 at 65 mills	$1,625.00
B. $21,850 at 55 mills	$1,201.75
C. $89,100 at 85 mills	$7,573.50
D. $35,900 at 62 mills	$2,225.80
E. $12,800 at 60 mills	$ 768.00
F. $7,900 at 53 mills	$ 418.70
G. $18,400 at 55 mills	$1,012.00
H. $125,000 at 65 mills	$8,125.00
I. $137,500 at 72 mills	$9,900.00
J. $149,300 at 66 mills	$9,853.80

APPENDIX E

WRITTEN REPORT EVALUATION

Student's Name________________________

**10 is the highest possible score in each category.

POINTS CATEGORIES AND COMMENTS

_____ 1. Neatness--(comments)____

____

_____ 2. Spelling--(comments)____

____

_____ 3. Grammar--(comments)____

____

_____ 4. Contents--(comments)____

____

_____ 5. Format--(comments)____

____

APPENDIX F

INCOME TAX FORMS

Directions: List the categories of people who can use each of the following tax forms. Use complete sentences.

a. Form 1040-EZ

b. Form 1040A

c. Form 1040

APPENDIX F

ANSWER KEY

Directions: List the categories of people who can use each of the following tax forms. Use complete sentences.

a. Form 1040-EZ Single persons, persons with only one exemption, and persons with less than $50,000 income may use the 1040-EZ Form.

b. Form 1040A Persons of any marital status, regardless of the exemptions allowed, and with income less than $50,000 may use the 1040A Form.

c. Form 1040 Persons of any marital status, regardless of the exemptions allowed and the amount of taxable income, may use the 1040 Form.

UNIT TEST

PERSONAL TAX RECORDS

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement in Column A and write the letter that represents your answer in the space next to each statement.

Column A

_____ 1. Amount added to the price of goods or services.

_____ 2. Amount charged to the owners of land or buildings.

_____ 3. Estimate of how much a property is worth.

_____ 4. Portion of an appraisal value that is subject to taxes.

_____ 5. One one-thousandth of $1.

_____ 6. Tax which provides money for people who are retired or disabled.

_____ 7. Federal law requiring the payment of money into the federal social security. program

_____ 8. Identifies a worker's social security account with the federal government.

_____ 9. Government charge on the money people receive from earnings or other sources.

_____10. Person who receives more than one-half of his or her support from another tax.

_____11. Federal government agency responsible for the collection of taxes.

Column B

A. appraisal

B. assessment

C. collected

D. deduction

E. dependent

F. exemption

G. FICA

H. income tax

I. IRS

J. levy

K. mill

L. property tax

M. sales tax

N. social security number

O. social security tax

P. tax table

Q. 1040 Form

R. 1040A Form

S. 1040-EZ Form

T. W-2 Form

_____12. Form that shows the amounts of income tax and FICA tax withheld from employee's wages.

_____13. Long form for filing federal income tax.

_____14. Shows how much tax is owed based on income and number of exemptions claimed.

_____15. Form used by taxpayers who do not itemize deductions.

_____16. Certain expenses to be subtracted from taxable income.

_____17. Amount of money taken in by an agency for tax purposes.

_____18. Impose a tax provided for by law.

_____19. Freedom from paying taxes according to prearranged guidelines.

_____20. An abbreviated tax return form which only requires gross income, the number of exemptions, and amount of charitable contributions.

B. ESSAY

Directions: Using complete sentences, identify four kinds of personal taxes and briefly discuss each item.

C. NUMBER OF EXEMPTIONS

Directions: Determine how many exemptions are allowed for each of the following situations. Place the correct number in the blank to the left of each example.

_____ 1. Married person with no dependent children filing separate return.

_____ 2. Single person filing head of household and claiming two dependents.

_____ 3. Married person filing separate return and claiming one stepchild.

_____ 4. Filing joint return with one child living with couple for seven months.

_____ 5. Filing head of household with two minor nephews and one niece who earned $13,801.

_____ 6. Single person with no dependents and an income of $2,000.

_____ 7. Filing joint return with no dependents.

_____ 8. Married filing jointly with a blind wife who is 67 years of age.

_____ 9. Filing single while being blind and 59 years of age.

_____ 10. Thirteen years old with an income of $40,000.

D. TAX PROBLEMS

Directions: Compute the sales tax at 6 percent on the following amounts of merchandise. Place your answer in the blank at the right.

1. $15.75 _____
2. $ 9.15 _____
3. $13.29 _____
4. $ 0.99 _____
5. $ 2.59 _____

UNIT TEST continued

Directions: Compute the total amount of the sale, including a 5 percent tax on each item. Record your answer in the blank at the right.

1. $15.10, $10.99, $1.25 __________
2. $.98, $1.55, $3.19 __________
3. $1.10, $2.35, $1.59 __________
4. $25.29, $33.30, $40.00 __________
5. $15.75, $1.95, $2.39 __________

Directions: Compute the taxes for each of the following properties. Place your answer in the blank at the right.

1. $24,300 at $9.25 for every $100 __________
2. $55,400 at $6.70 for every $100 __________
3. $10,500 at $8.42 for every $100 __________
4. $17,900 at $7.15 for every $100 __________
5. $33,500 at $5.30 for every $100 __________

Directions: Compute the property tax on the following assessed values of property. Place your answer in the blank at the right.

1. $30,000 at 75 mills __________
2. $85,500 at 65 mills __________
3. $15,900 at 52 mills __________
4. $75,000 at 68 mills __________
5. $150,000 at 60 mills __________

E. TAX FORMS

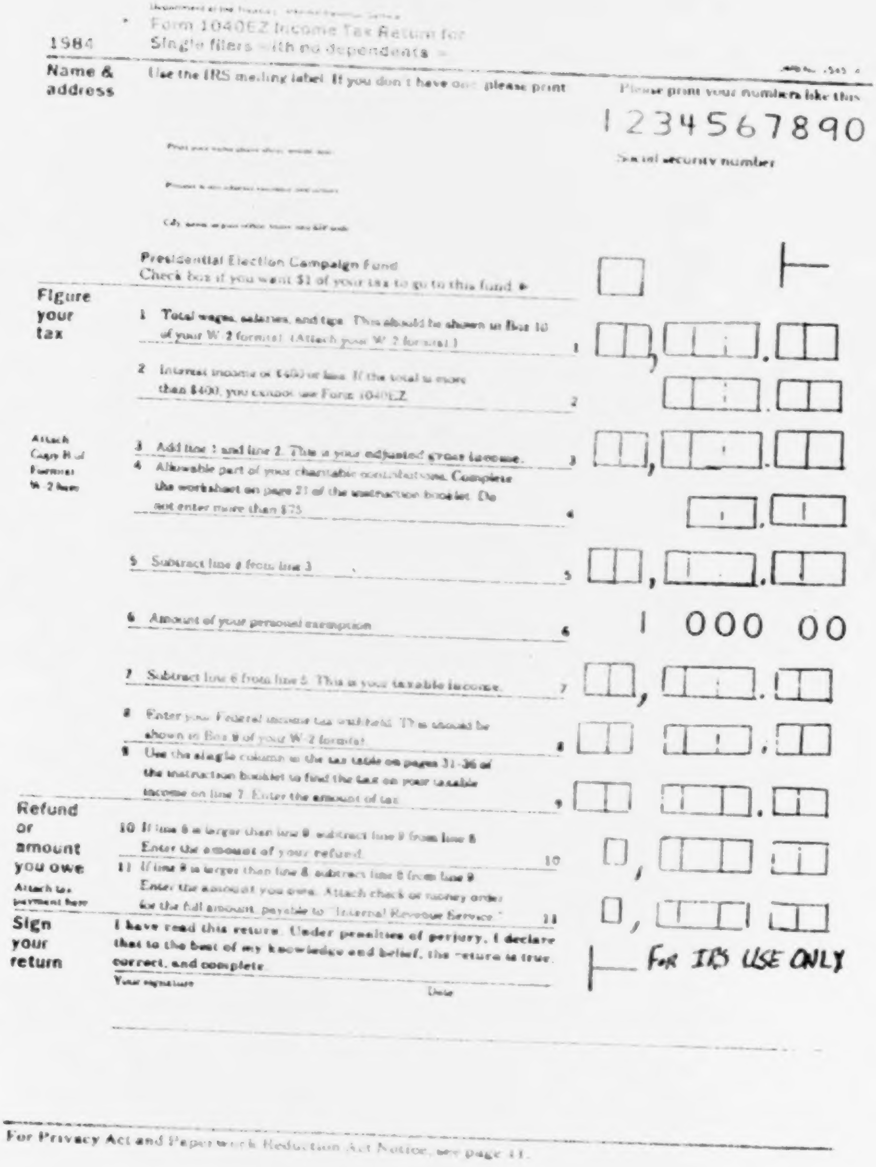
Directions: Prepare a federal tax form for each of the following situations. Assume that there are no other taxes or tax credits. Make up names and personal data as needed. Do not alter or add to the information given below for each situation.

1. Filing Status--Single
   Exemptions--1
   Income--$5,081.20
   Tax Withheld--$391.15
   Adjustments--$400.00 interest

2. Filing Status--Married filing jointly
   Exemptions--3
   Income--$14,900.00
   Tax Withheld--$1,699.13
   Adjustments--$47.38 interest

3. Filing status--Head of household
   Exemptions--2
   Income--$14,900
   Tax Withheld--$2,111.11
   Adjustments--$705.00 IRA

Directions: Using the information in Part E, Problem I, prepare a state tax form. (Tax withheld $50)



Department of the Treasury - Internal Revenue Service

1984 Form 1040EZ Income Tax Return for Single filers with no dependents

Name & address Use the IRS mailing label. If you don't have one, please print.

Please print your numbers like this

1234567890

Social security number

Presidential Election Campaign Fund
Check box if you want $1 of your tax to go to this fund ▶ ☐

Figure your tax

1 **Total wages, salaries, and tips.** This should be shown in Box 10 of your W-2 form(s). (Attach your W-2 form(s).) 1

2 Interest income of $400 or less. If the total is more than $400, you cannot use Form 1040EZ. 2

Attach Copy B of Form(s) W-2 here

3 Add line 1 and line 2. This is your **adjusted gross income.** 3

4 Allowable part of your charitable contributions. Complete the worksheet on page 21 of the instruction booklet. Do not enter more than $75. 4

5 Subtract line 4 from line 3. 5

6 Amount of your personal exemption. 6 1 000 00

7 Subtract line 6 from line 5. This is your **taxable income.** 7

8 Enter your Federal income tax withheld. This should be shown in Box 9 of your W-2 form(s). 8

9 Use the **single** column in the **tax table on pages 31-36 of the instruction booklet to find the tax on your taxable income** on line 7. Enter the **amount of tax.** 9

Refund or amount you owe

Attach tax payment here

10 If line 8 is larger than line 9, subtract line 9 from line 8. Enter the **amount of your refund.** 10

11 If line 9 is larger than line 8, subtract line 8 from line 9. Enter the amount you owe. Attach check or money order for the full amount, payable to "Internal Revenue Service." 11

Sign your return

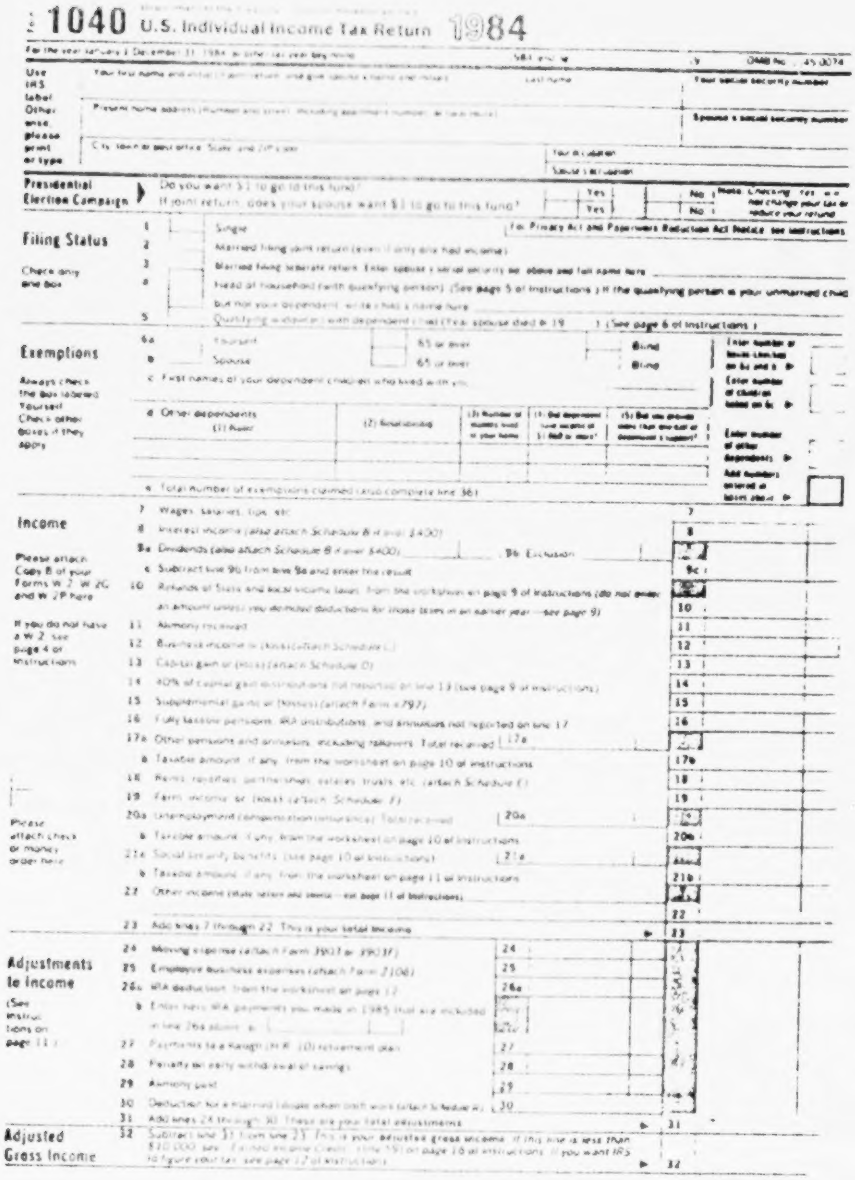
I have read this return. Under penalties of perjury, I declare that to the best of my knowledge and belief, the return is true, correct, and complete.

Your signature Date

FOR IRS USE ONLY

For Privacy Act and Paperwork Reduction Act Notice, see page 41.

UNIT TEST continued



1040 U.S. Individual Income Tax Return 1984

For the year January 1–December 31, 1984, or other tax year beginning ... OMB No. 1545-0074

Use IRS label. Otherwise, please print or type.

Your first name and initial (if joint return, also give spouse's name and initial) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | Spouse's social security number

City, town or post office, State, and ZIP code | Your occupation | Spouse's occupation

Presidential Election Campaign ▶ Do you want $1 to go to this fund? ☐ Yes ☐ No
If joint return, does your spouse want $1 to go to this fund? ☐ Yes ☐ No
Note: Checking "Yes" will not change your tax or reduce your refund.

For Privacy Act and Paperwork Reduction Act Notice, see Instructions.

Filing Status

Check only one box.

1 ☐ Single
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separate return. Enter spouse's social security no. above and full name here. ____
4 ☐ Head of household (with qualifying person). (See page 5 of Instructions.) If the qualifying person is your unmarried child but not your dependent, write child's name here. ____
5 ☐ Qualifying widow(er) with dependent child (Year spouse died ▶ 19). (See page 6 of Instructions.)

Exemptions

Always check the box labeled Yourself. Check other boxes if they apply.

6a ☐ Yourself ☐ 65 or over ☐ Blind
b ☐ Spouse ☐ 65 or over ☐ Blind
Enter number of boxes checked on 6a and b ▶
c First names of your dependent children who lived with you ____
Enter number of children listed on 6c ▶

d Other dependents (1) Name	(2) Relationship	(3) Number of months lived in your home	(4) Did dependent have income of $1,000 or more?	(5) Did you provide more than one-half of dependent's support?

Enter number of other dependents ▶
e Total number of exemptions claimed (also complete line 36)
Add numbers entered in boxes above ▶ ☐

Income

Please attach Copy B of your Forms W-2, W-2G, and W-2P here.

If you do not have a W-2, see page 4 of Instructions.

7 Wages, salaries, tips, etc. | 7
8 Interest income (*also attach Schedule B if over $400*) | 8
9a Dividends (*also attach Schedule B if over $400*) ____, 9b Exclusion ____
c Subtract line 9b from line 9a and enter the result | 9c
10 Refunds of State and local income taxes, from the worksheet on page 9 of Instructions (*do not enter an amount unless you deducted those taxes in an earlier year—see page 9*) | 10
11 Alimony received | 11
12 Business income or (loss) (*attach Schedule C*) | 12
13 Capital gain or (loss) (*attach Schedule D*) | 13
14 40% of capital gain distributions not reported on line 13 (see page 9 of Instructions) | 14
15 Supplemental gains or (losses) (*attach Form 4797*) | 15
16 Fully taxable pensions, IRA distributions, and annuities not reported on line 17 | 16
17a Other pensions and annuities, including rollovers. Total received | 17a
b Taxable amount, if any, from the worksheet on page 10 of Instructions | 17b
18 Rents, royalties, partnerships, estates, trusts, etc. (*attach Schedule E*) | 18
19 Farm income or (loss) (*attach Schedule F*) | 19
20a Unemployment compensation (insurance). Total received | 20a
b Taxable amount, if any, from the worksheet on page 10 of Instructions | 20b
21a Social security benefits (see page 10 of Instructions) | 21a
b Taxable amount, if any, from the worksheet on page 11 of Instructions | 21b
22 Other income (state nature and source—see page 11 of Instructions) | 22
23 Add lines 7 through 22. This is your **total income** ▶ | 23

Please attach check or money order here.

Adjustments to Income

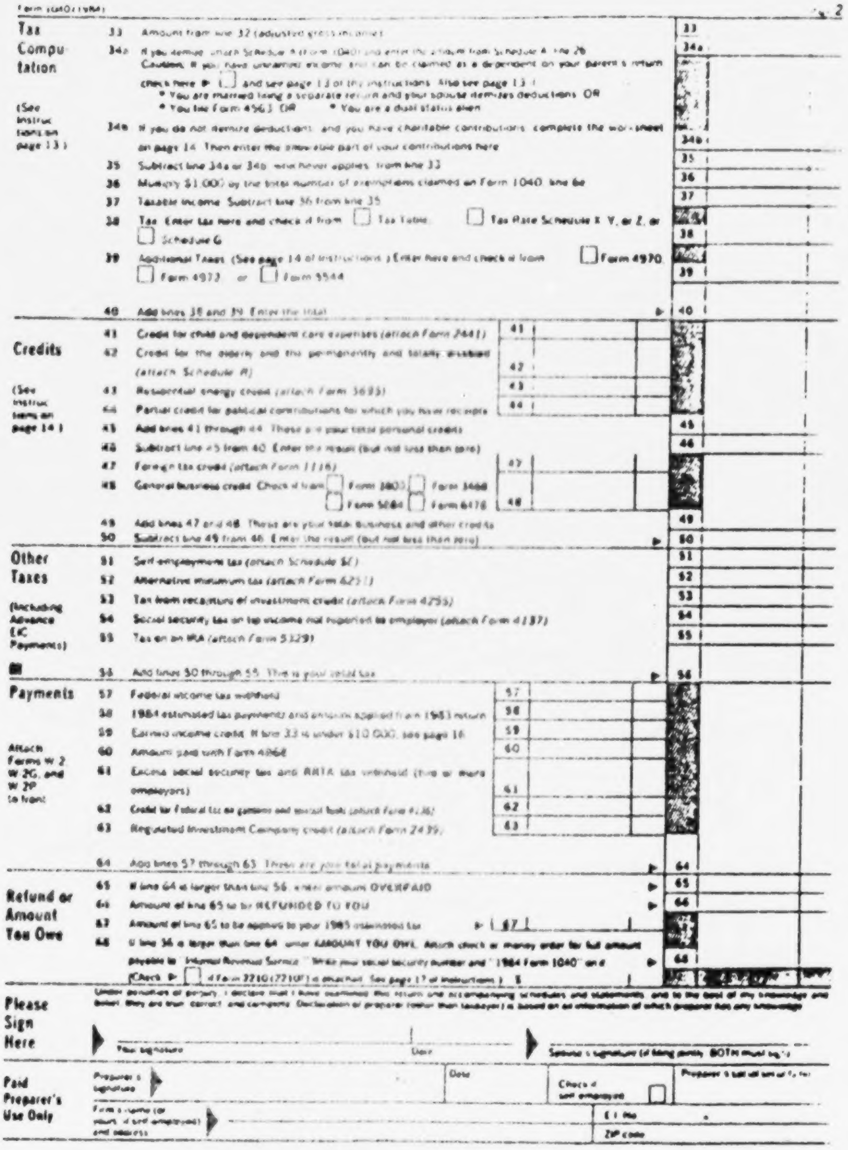
(See Instructions on page 11.)

24 Moving expense (*attach Form 3903 or 3903F*) | 24
25 Employee business expenses (*attach Form 2106*) | 25
26a IRA deduction, from the worksheet on page 12 | 26a
b Enter here IRA payments you made in 1985 that are included in line 26a above ▶ | 26b
27 Payments to a Keogh (H.R. 10) retirement plan | 27
28 Penalty on early withdrawal of savings | 28
29 Alimony paid | 29
30 Deduction for a married couple when both work (*attach Schedule W*) | 30
31 Add lines 24 through 30. These are your **total adjustments** ▶ | 31

Adjusted Gross Income

32 Subtract line 31 from line 23. This is your **adjusted gross income**. If this line is less than $10,000, see "Earned Income Credit" (line 59) on page 16 of Instructions. If you want IRS to figure your tax, see page 12 of Instructions. ▶ | 32

UNIT TEST continued



Form 1040 (1984) Page 2

Tax Computation (See Instructions on page 13.)	33	Amount from line 32 (adjusted gross income)		33
	34a	If you itemize, attach Schedule A (Form 1040) and enter the amount from Schedule A, line 26 Caution: If you have unearned income and can be claimed as a dependent on your parent's return, check here ▶ ☐ and see page 13 of the Instructions. Also see page 13 if: • You are married filing a separate return and your spouse itemizes deductions, OR • You file Form 4563, OR • You are a dual-status alien.		34a
	34b	If you do not itemize deductions, and you have charitable contributions, complete the worksheet on page 14. Then enter the allowable part of your contributions here		34b
	35	Subtract line 34a or 34b, whichever applies, from line 33		35
	36	Multiply $1,000 by the total number of exemptions claimed on Form 1040, line 6e		36
	37	Taxable income. Subtract line 36 from line 35		37
	38	Tax. Enter tax here and check if from ☐ Tax Table, ☐ Tax Rate Schedule X, Y, or Z, or ☐ Schedule G		38
	39	Additional Taxes. (See page 14 of Instructions.) Enter here and check if from ☐ Form 4970, ☐ Form 4972, or ☐ Form 5544		39
	40	Add lines 38 and 39. Enter the total ▶		40
Credits (See Instructions on page 14.)	41	Credit for child and dependent care expenses *(attach Form 2441)*	41	
	42	Credit for the elderly and the permanently and totally disabled *(attach Schedule R)*	42	
	43	Residential energy credit *(attach Form 5695)*	43	
	44	Partial credit for political contributions for which you have receipts	44	
	45	Add lines 41 through 44. These are your total personal credits		45
	46	Subtract line 45 from 40. Enter the result (but not less than zero)		46
	47	Foreign tax credit *(attach Form 1116)*	47	
	48	General business credit. Check if from ☐ Form 3800, ☐ Form 3468, ☐ Form 5884, ☐ Form 6478	48	
	49	Add lines 47 and 48. These are your total business and other credits		49
	50	Subtract line 49 from 46. Enter the result (but not less than zero) ▶		50
Other Taxes (Including Advance EIC Payments)	51	Self-employment tax *(attach Schedule SE)*		51
	52	Alternative minimum tax *(attach Form 6251)*		52
	53	Tax from recapture of investment credit *(attach Form 4255)*		53
	54	Social security tax on tip income not reported to employer *(attach Form 4137)*		54
	55	Tax on an IRA *(attach Form 5329)*		55
	56	Add lines 50 through 55. This is your total tax ▶		56
Payments Attach Forms W-2, W-2G, and W-2P to front.	57	Federal income tax withheld	57	
	58	1984 estimated tax payments and amount applied from 1983 return	58	
	59	Earned income credit. If line 33 is under $10,000, see page 16	59	
	60	Amount paid with Form 4868	60	
	61	Excess social security tax and RRTA tax withheld (two or more employers)	61	
	62	Credit for Federal tax on gasoline and special fuels *(attach Form 4136)*	62	
	63	Regulated Investment Company credit *(attach Form 2439)*	63	
	64	Add lines 57 through 63. These are your total payments ▶		64
Refund or Amount You Owe	65	If line 64 is larger than line 56, enter amount OVERPAID ▶		65
	66	Amount of line 65 to be REFUNDED TO YOU ▶		66
	67	Amount of line 65 to be applied to your 1985 estimated tax ▶	67	
	68	If line 56 is larger than line 64, enter AMOUNT YOU OWE. Attach check or money order for full amount payable to "Internal Revenue Service." Write your social security number and "1984 Form 1040" on it. (Check ▶ ☐ if Form 2210 (2210F) is attached. See page 17 of Instructions.) $ ▶		68

Please Sign Here

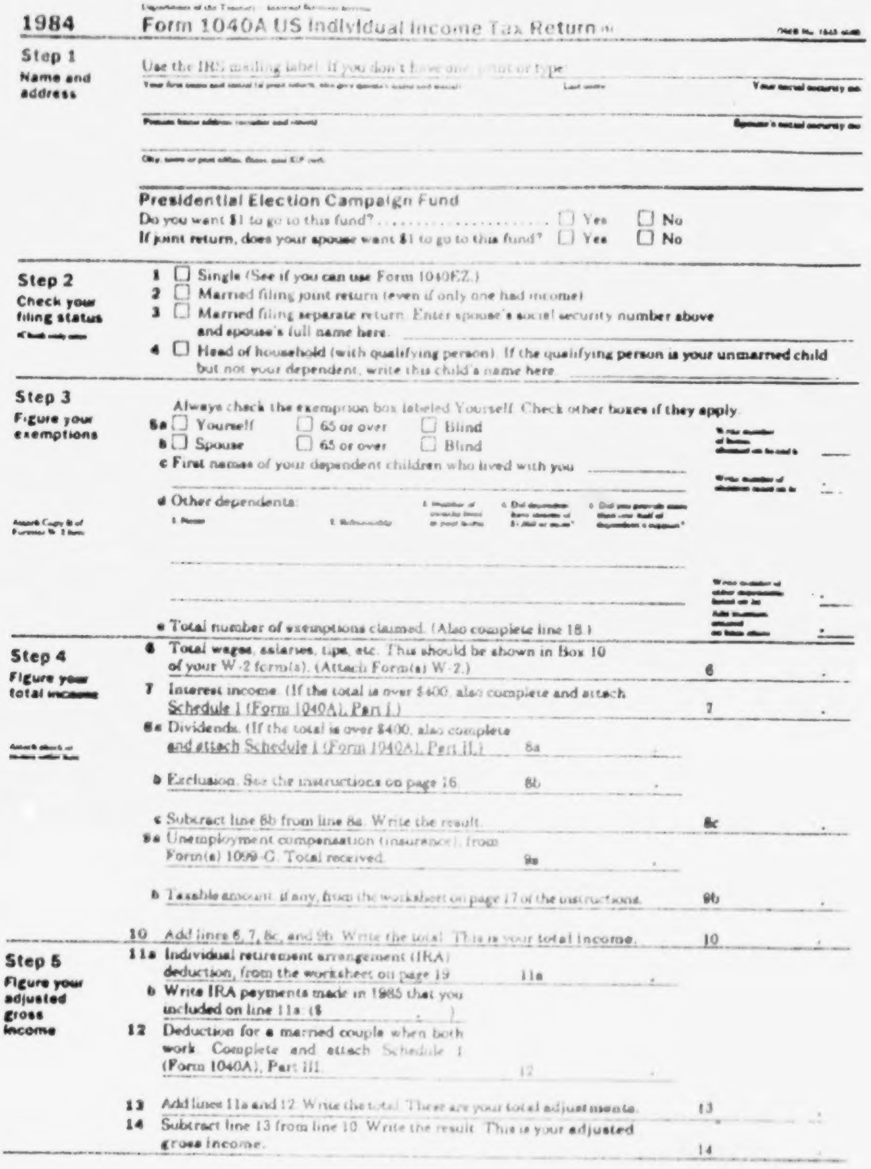
Under penalties of perjury, I declare that I have examined this return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

▶ Your signature | Date | ▶ Spouse's signature (if filing jointly, BOTH must sign)

Paid Preparer's Use Only

Preparer's signature ▶	Date	Check if self-employed ☐	Preparer's social security no.
Firm's name (or yours, if self-employed) and address ▶		E.I. No.	
		ZIP code	

UNIT TEST continued



Department of the Treasury - Internal Revenue Service

1984 **Form 1040A US Individual Income Tax Return**

OMB No. [illegible]

Step 1
Name and address

Use the IRS mailing label. If you don't have one, print or type.

Your first name and initial (if joint return, also give spouse's name and initial) | Last name | Your social security no.

Present home address (number and street) | Spouse's social security no.

City, town or post office, State, and ZIP code

Presidential Election Campaign Fund

Do you want $1 to go to this fund? . . . . ☐ Yes ☐ No

If joint return, does your spouse want $1 to go to this fund? ☐ Yes ☐ No

Step 2
Check your filing status
(Check only one)

1 ☐ Single (See if you can use Form 1040EZ.)

2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separate return. Enter spouse's social security number above and spouse's full name here. ______

4 ☐ Head of household (with qualifying person). If the qualifying person is your unmarried child but not your dependent, write this child's name here. ______

Step 3
Figure your exemptions

Always check the exemption box labeled Yourself. Check other boxes if they apply.

5a ☐ Yourself ☐ 65 or over ☐ Blind

b ☐ Spouse ☐ 65 or over ☐ Blind

Write number of boxes checked on 5a and b ______

c First names of your dependent children who lived with you ______

Write number of children listed on 5c ______

d Other dependents:

1. Name	2. Relationship	3. Number of months lived in your home	4. Did dependent have income of $1,000 or more?	5. Did you provide more than one-half of dependent's support?

Attach Copy B of Form(s) W-2 here

Write number of other dependents listed on 5d ______

Add numbers entered on lines above ______

e Total number of exemptions claimed. (Also complete line 18.)

Step 4
Figure your total income

6 Total wages, salaries, tips, etc. This should be shown in Box 10 of your W-2 form(s). (Attach Form(s) W-2.) 6 ______

7 Interest income. (If the total is over $400, also complete and attach Schedule 1 (Form 1040A), Part I.) 7 ______

8a Dividends. (If the total is over $400, also complete and attach Schedule 1 (Form 1040A), Part II.) 8a ______

Attach check or money order here

b Exclusion. See the instructions on page 16. 8b ______

c Subtract line 8b from line 8a. Write the result. 8c ______

9a Unemployment compensation (insurance), from Form(s) 1099-G. Total received. 9a ______

b Taxable amount, if any, from the worksheet on page 17 of the instructions. 9b ______

10 Add lines 6, 7, 8c, and 9b. Write the total. This is your **total income.** 10 ______

Step 5
Figure your adjusted gross income

11a Individual retirement arrangement (IRA) deduction, from the worksheet on page 19 11a ______

b Write IRA payments made in 1985 that you included on line 11a. ($ ______)

12 Deduction for a married couple when both work. Complete and attach Schedule 1 (Form 1040A), Part III. 12 ______

13 Add lines 11a and 12. Write the total. These are your **total adjustments.** 13 ______

14 Subtract line 13 from line 10. Write the result. This is your **adjusted gross income.** 14 ______

UNIT TEST continued

1984 Form 1040A Page 2

Step 6
Figure your taxable income

15 Write the amount from line 14. 15 .

16 Allowable part of your charitable contributions, from the worksheet on page 21 of the instructions. 16 .

17 Subtract line 16 from line 15. Write the result. 17 .

18 Multiply $1,000 by the total number of exemptions claimed on line 6e. 18 .

19 Subtract line 18 from line 17. Write the result. This is your **taxable income.** 19 .

Step 7
Figure your tax, credits, and payments

If You Want IRS to Figure Your Tax, See Page 21 of the Instructions.

20 Find the tax on the amount on line 19. Use the tax table, pages 31-36. 20 .

21a Credit for child and dependent care expenses. Complete and attach Schedule 1 (Form 1040A), Part IV. 21a .

b Partial credit for political contributions for which you have receipts. See page 24 of the instructions. 21b .

22 Add lines 21a and 21b. Write the total. 22 .

23 Subtract line 22 from line 20. Write the result (but not less than zero). This is your **total tax.** 23 .

24a Total Federal income tax withheld. This should be shown in Box 9 of your W-2 form(s). (If line 6 is more than $37,800, see page 24 of the instructions.) 24a .

b Earned income credit, from the worksheet on page 26 of the instructions. See page 25 of the instructions. 24b .

25 Add lines 24a and 24b. Write the total. These are your **total payments.** 25 .

Step 8
Figure your refund or amount you owe

26 If line 25 is larger than line 23, subtract line 23 from line 25. Write the result. This is the amount of your **refund.** 26 .

27 If line 23 is larger than line 25, subtract line 25 from line 23. Write the result. This is the amount you owe. Attach check or money order for full amount payable to "Internal Revenue Service." Write your social security number and "1984 Form 1040A" on it. 27 .

Step 9
Sign your return

Under penalties of perjury, I declare that I have examined this return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. Declaration of preparer (other than the taxpayer) is based on all information of which the preparer has any knowledge.

Your signature Date Your occupation

X

Spouse's signature (if joint return, both must sign) Date Spouse's occupation

X

Paid preparer's signature Date Preparer's social security no.

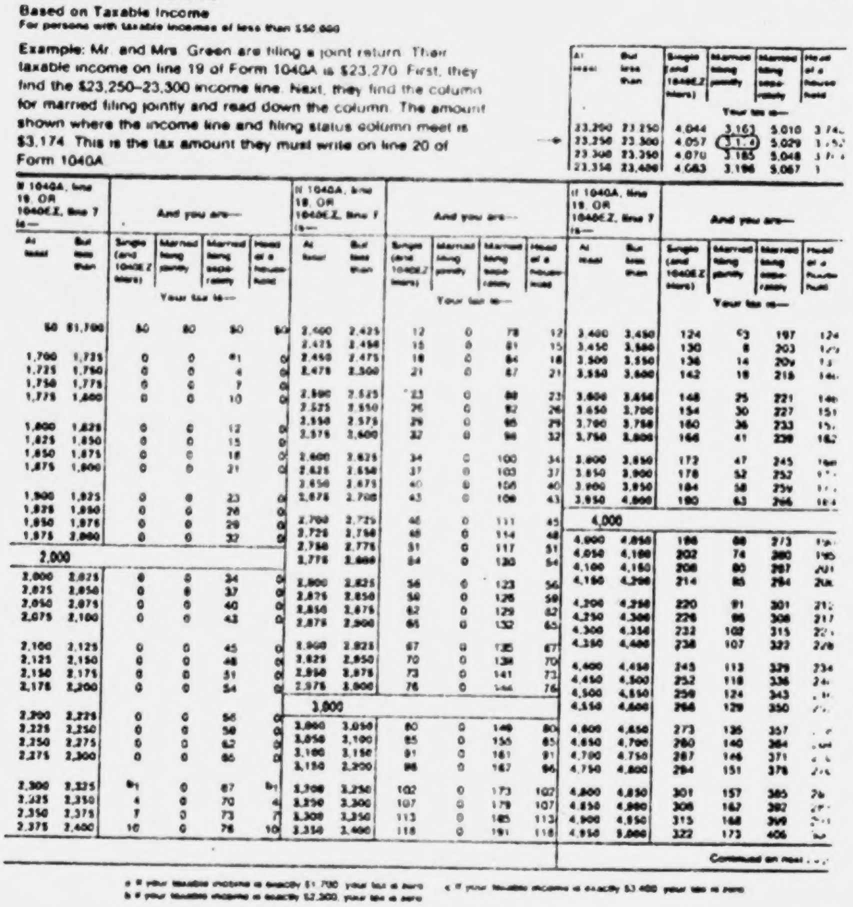
X

Firm's name (or yours, if self-employed) Employer identification no.

Address and ZIP code Check if self-employed ☐

For Privacy Act and Paperwork Reduction Act Notice, see page 41.

UNIT TEST continued



1984 Tax Table

Page [illegible]

Based on Taxable Income

For persons with taxable incomes of less than $50,000

Example: Mr. and Mrs. Green are filing a joint return. Their taxable income on line 19 of Form 1040A is $23,270. First, they find the $23,250–23,300 income line. Next, they find the column for married filing jointly and read down the column. The amount shown where the income line and filing status column meet is $3,174. This is the tax amount they must write on line 20 of Form 1040A.

At least	But less than	Single (and 1040EZ filers)	Married filing jointly	Married filing separately	Head of a household
		Your tax is—			
23,200	23,250	4,044	3,163	5,010	[illegible]
→ 23,250	23,300	4,057	3,174	5,029	[illegible]
23,300	23,350	4,070	3,185	5,048	[illegible]
23,350	23,400	4,083	3,196	5,067	[illegible]

If 1040A, line 19, OR 1040EZ, line 7 is— At least	But less than	And you are— Single (and 1040EZ filers)	Married filing jointly	Married filing separately	Head of a household
		Your tax is—			
$0	$1,700	$0	$0	$0	$0
1,700	1,725	0	0	a1	0
1,725	1,750	0	0	4	0
1,750	1,775	0	0	7	0
1,775	1,800	0	0	10	0
1,800	1,825	0	0	12	0
1,825	1,850	0	0	15	0
1,850	1,875	0	0	18	0
1,875	1,900	0	0	21	0
1,900	1,925	0	0	23	0
1,925	1,950	0	0	26	0
1,950	1,975	0	0	29	0
1,975	2,000	0	0	32	0
2,000					
2,000	2,025	0	0	34	0
2,025	2,050	0	0	37	0
2,050	2,075	0	0	40	0
2,075	2,100	0	0	43	0
2,100	2,125	0	0	45	0
2,125	2,150	0	0	48	0
2,150	2,175	0	0	51	0
2,175	2,200	0	0	54	0
2,200	2,225	0	0	56	0
2,225	2,250	0	0	59	0
2,250	2,275	0	0	62	0
2,275	2,300	0	0	65	0
2,300	2,325	b1	0	67	b1
2,325	2,350	4	0	70	4
2,350	2,375	7	0	73	7
2,375	2,400	10	0	76	10

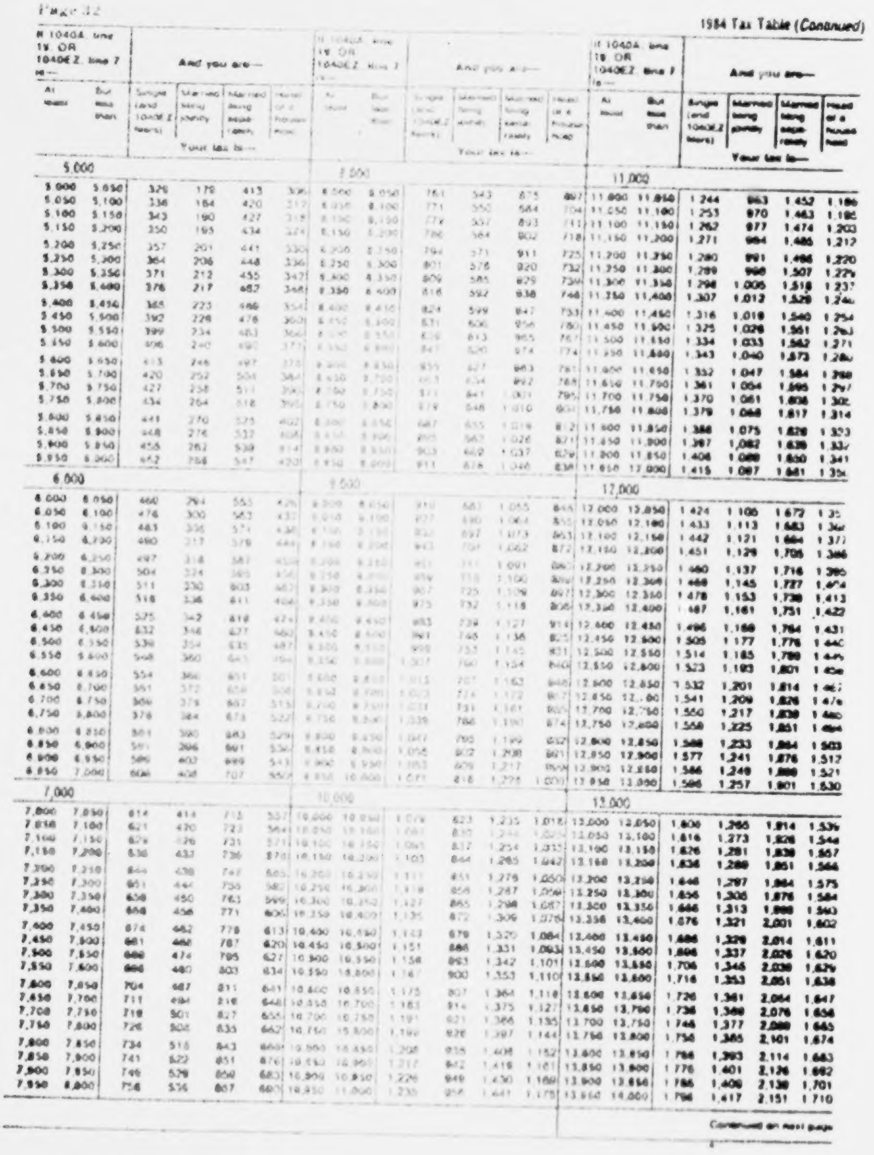
If 1040A, line 19, OR 1040EZ, line 7 is— At least	But less than	And you are— Single (and 1040EZ filers)	Married filing jointly	Married filing separately	Head of a household
		Your tax is—			
2,400	2,425	12	0	78	12
2,425	2,450	15	0	81	15
2,450	2,475	18	0	84	18
2,475	2,500	21	0	87	21
2,500	2,525	23	0	89	23
2,525	2,550	26	0	92	26
2,550	2,575	29	0	95	29
2,575	2,600	32	0	98	32
2,600	2,625	34	0	100	34
2,625	2,650	37	0	103	37
2,650	2,675	40	0	106	40
2,675	2,700	43	0	109	43
2,700	2,725	45	0	111	45
2,725	2,750	48	0	114	48
2,750	2,775	51	0	117	51
2,775	2,800	54	0	120	54
2,800	2,825	56	0	123	56
2,825	2,850	59	0	126	59
2,850	2,875	62	0	129	62
2,875	2,900	65	0	132	65
2,900	2,925	67	0	135	67
2,925	2,950	70	0	138	70
2,950	2,975	73	0	141	73
2,975	3,000	76	0	144	76
3,000					
3,000	3,050	80	0	148	80
3,050	3,100	85	0	155	85
3,100	3,150	91	0	161	91
3,150	3,200	96	0	167	96
3,200	3,250	102	0	173	102
3,250	3,300	107	0	179	107
3,300	3,350	113	0	185	113
3,350	3,400	118	0	191	118

If 1040A, line 19, OR 1040EZ, line 7 is— At least	But less than	And you are— Single (and 1040EZ filers)	Married filing jointly	Married filing separately	Head of a household
		Your tax is—			
3,400	3,450	124	c3	197	124
3,450	3,500	130	8	203	[illegible]
3,500	3,550	136	14	209	[illegible]
3,550	3,600	142	19	215	[illegible]
3,600	3,650	148	25	221	[illegible]
3,650	3,700	154	30	227	[illegible]
3,700	3,750	160	36	233	[illegible]
3,750	3,800	166	41	239	[illegible]
3,800	3,850	172	47	245	[illegible]
3,850	3,900	178	52	252	[illegible]
3,900	3,950	184	58	259	[illegible]
3,950	4,000	190	63	266	[illegible]
4,000					
4,000	4,050	196	69	273	[illegible]
4,050	4,100	202	74	280	[illegible]
4,100	4,150	208	80	287	[illegible]
4,150	4,200	214	85	294	[illegible]
4,200	4,250	220	91	301	[illegible]
4,250	4,300	226	96	308	[illegible]
4,300	4,350	232	102	315	[illegible]
4,350	4,400	238	107	322	[illegible]
4,400	4,450	245	113	329	[illegible]
4,450	4,500	252	118	336	[illegible]
4,500	4,550	259	124	343	[illegible]
4,550	4,600	266	129	350	[illegible]
4,600	4,650	273	135	357	[illegible]
4,650	4,700	280	140	364	[illegible]
4,700	4,750	287	146	371	[illegible]
4,750	4,800	294	151	378	[illegible]
4,800	4,850	301	157	385	[illegible]
4,850	4,900	308	162	392	[illegible]
4,900	4,950	315	168	399	[illegible]
4,950	5,000	322	173	406	[illegible]

Continued on next page

a If your taxable income is exactly $1,700, your tax is zero.
b If your taxable income is exactly $2,300, your tax is zero.
c If your taxable income is exactly $3,400, your tax is zero.

UNIT TEST continued



Page 32

1984 Tax Table (Continued)

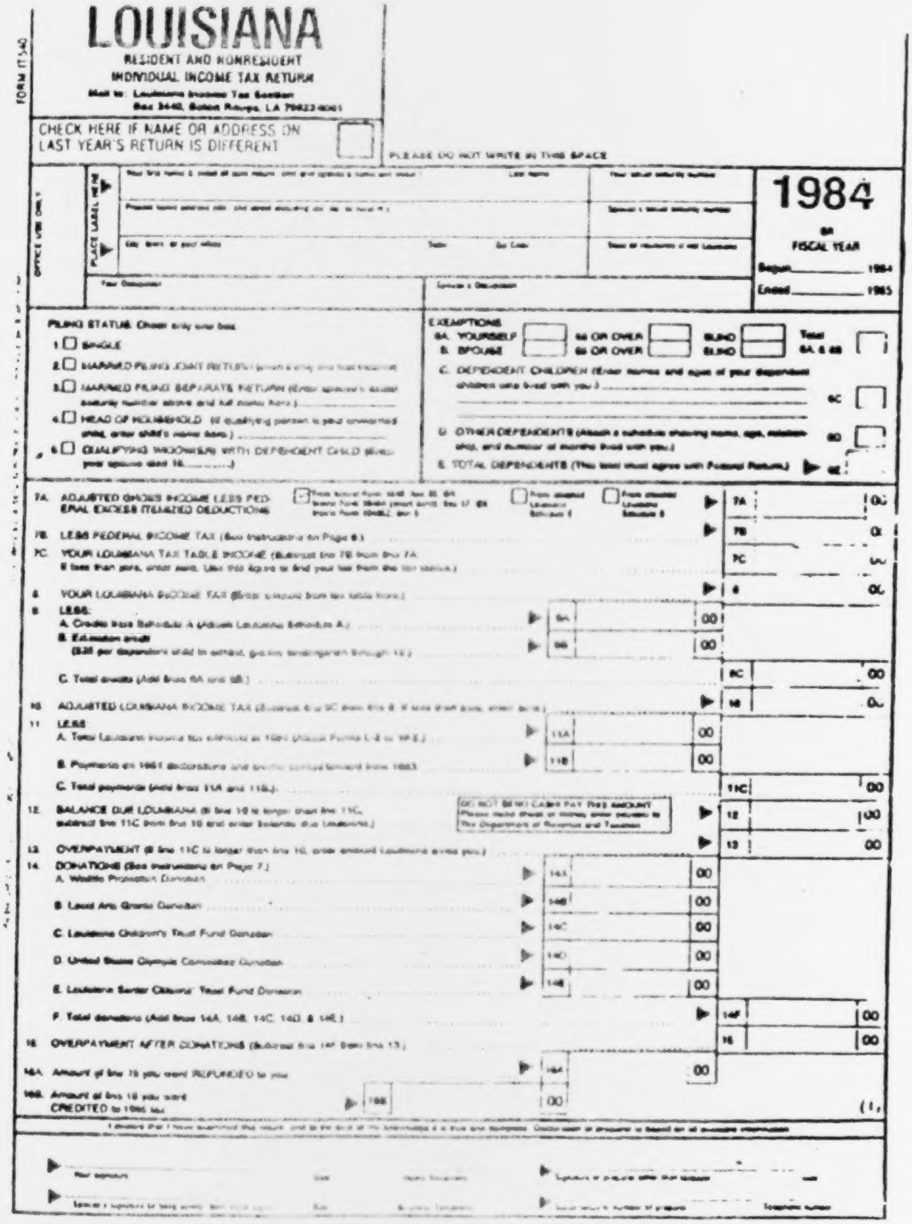
If 1040A, line 19 OR 1040EZ, line 7 is—		And you are—			
At least	But less than	Single (and 1040EZ filers)	Married filing jointly	Married filing separately	Head of a household
		Your tax is—			
5,000					
5,000	5,050	326	179	413	306
5,050	5,100	336	184	420	312
5,100	5,150	343	190	427	318
5,150	5,200	350	195	434	324
5,200	5,250	357	201	441	330
5,250	5,300	364	206	448	336
5,300	5,350	371	212	455	342
5,350	5,400	378	217	462	348
5,400	5,450	385	223	469	354
5,450	5,500	392	228	476	360
5,500	5,550	399	234	483	366
5,550	5,600	406	240	490	372
5,600	5,650	413	246	497	378
5,650	5,700	420	252	504	384
5,700	5,750	427	258	511	390
5,750	5,800	434	264	518	396
5,800	5,850	441	270	525	402
5,850	5,900	448	276	532	408
5,900	5,950	455	282	539	414
5,950	6,000	462	288	547	420
6,000					
6,000	6,050	469	294	555	426
6,050	6,100	476	300	563	432
6,100	6,150	483	306	571	438
6,150	6,200	490	312	579	444
6,200	6,250	497	318	587	450
6,250	6,300	504	324	595	456
6,300	6,350	511	330	603	462
6,350	6,400	518	336	611	468
6,400	6,450	525	342	619	474
6,450	6,500	532	348	627	480
6,500	6,550	539	354	635	487
6,550	6,600	546	360	643	494
6,600	6,650	554	366	651	501
6,650	6,700	561	372	659	508
6,700	6,750	569	378	667	515
6,750	6,800	576	384	675	522
6,800	6,850	584	390	683	529
6,850	6,900	591	396	691	536
6,900	6,950	599	402	699	543
6,950	7,000	606	408	707	550
7,000					
7,000	7,050	614	414	715	557
7,050	7,100	621	420	723	564
7,100	7,150	629	426	731	571
7,150	7,200	636	432	739	578
7,200	7,250	644	438	747	585
7,250	7,300	651	444	755	592
7,300	7,350	659	450	763	599
7,350	7,400	666	456	771	606
7,400	7,450	674	462	779	613
7,450	7,500	681	468	787	620
7,500	7,550	689	474	795	627
7,550	7,600	696	480	803	634
7,600	7,650	704	487	811	641
7,650	7,700	711	494	819	648
7,700	7,750	719	501	827	655
7,750	7,800	726	508	835	662
7,800	7,850	734	515	843	669
7,850	7,900	741	522	851	676
7,900	7,950	749	529	859	683
7,950	8,000	756	536	867	690

If 1040A, line 19 OR 1040EZ, line 7 is—		And you are—			
At least	But less than	Single (and 1040EZ filers)	Married filing jointly	Married filing separately	Head of a household
		Your tax is—			
8,000					
8,000	8,050	764	543	875	697
8,050	8,100	771	550	884	704
8,100	8,150	779	557	893	711
8,150	8,200	786	564	902	718
8,200	8,250	794	571	911	725
8,250	8,300	801	578	920	732
8,300	8,350	809	585	929	739
8,350	8,400	816	592	938	746
8,400	8,450	824	599	947	753
8,450	8,500	831	606	956	760
8,500	8,550	839	613	965	767
8,550	8,600	847	620	974	774
8,600	8,650	855	627	983	781
8,650	8,700	863	634	992	788
8,700	8,750	871	641	1,001	795
8,750	8,800	879	648	1,010	802
8,800	8,850	887	655	1,019	812
8,850	8,900	895	662	1,028	821
8,900	8,950	903	669	1,037	829
8,950	9,000	911	676	1,046	838
9,000					
9,000	9,050	919	683	1,055	846
9,050	9,100	927	690	1,064	855
9,100	9,150	935	697	1,073	863
9,150	9,200	943	704	1,082	872
9,200	9,250	951	711	1,091	880
9,250	9,300	959	718	1,100	889
9,300	9,350	967	725	1,109	897
9,350	9,400	975	732	1,118	906
9,400	9,450	983	739	1,127	914
9,450	9,500	991	746	1,136	923
9,500	9,550	999	753	1,145	931
9,550	9,600	1,007	760	1,154	940
9,600	9,650	1,015	767	1,163	948
9,650	9,700	1,023	774	1,172	957
9,700	9,750	1,031	781	1,181	965
9,750	9,800	1,039	788	1,190	974
9,800	9,850	1,047	795	1,199	982
9,850	9,900	1,055	802	1,208	991
9,900	9,950	1,063	809	1,217	999
9,950	10,000	1,071	816	1,226	1,008
10,000					
10,000	10,050	1,079	823	1,235	1,016
10,050	10,100	1,087	830	1,244	1,025
10,100	10,150	1,095	837	1,254	1,033
10,150	10,200	1,103	844	1,265	1,042
10,200	10,250	1,111	851	1,276	1,050
10,250	10,300	1,119	858	1,287	1,059
10,300	10,350	1,127	865	1,298	1,067
10,350	10,400	1,135	872	1,309	1,076
10,400	10,450	1,143	879	1,320	1,084
10,450	10,500	1,151	886	1,331	1,093
10,500	10,550	1,159	893	1,342	1,101
10,550	10,600	1,167	900	1,353	1,110
10,600	10,650	1,175	907	1,364	1,118
10,650	10,700	1,183	914	1,375	1,127
10,700	10,750	1,191	921	1,386	1,135
10,750	10,800	1,199	928	1,397	1,144
10,800	10,850	1,208	935	1,408	1,152
10,850	10,900	1,217	942	1,419	1,161
10,900	10,950	1,226	949	1,430	1,169
10,950	11,000	1,235	956	1,441	1,178

If 1040A, line 19 OR 1040EZ, line 7 is—		And you are—			
At least	But less than	Single (and 1040EZ filers)	Married filing jointly	Married filing separately	Head of a household
		Your tax is—			
11,000					
11,000	11,050	1,244	963	1,452	1,186
11,050	11,100	1,253	970	1,463	1,19
11,100	11,150	1,262	977	1,474	1,203
11,150	11,200	1,271	984	1,485	1,212
11,200	11,250	1,280	991	1,496	1,220
11,250	11,300	1,289	998	1,507	1,22
11,300	11,350	1,298	1,005	1,518	1,237
11,350	11,400	1,307	1,012	1,529	1,24
11,400	11,450	1,316	1,019	1,540	1,254
11,450	11,500	1,325	1,026	1,551	1,26
11,500	11,550	1,334	1,033	1,562	1,271
11,550	11,600	1,343	1,040	1,573	1,28
11,600	11,650	1,352	1,047	1,584	1,288
11,650	11,700	1,361	1,054	1,595	1,29
11,700	11,750	1,370	1,061	1,606	1,30
11,750	11,800	1,379	1,068	1,617	1,314
11,800	11,850	1,388	1,075	1,628	1,323
11,850	11,900	1,397	1,082	1,639	1,33
11,900	11,950	1,406	1,089	1,650	1,341
11,950	12,000	1,415	1,097	1,661	1,35
12,000					
12,000	12,050	1,424	1,105	1,672	1,3
12,050	12,100	1,433	1,113	1,683	1,36
12,100	12,150	1,442	1,121	1,694	1,377
12,150	12,200	1,451	1,129	1,705	1,386
12,200	12,250	1,460	1,137	1,716	1,395
12,250	12,300	1,469	1,145	1,727	1,404
12,300	12,350	1,478	1,153	1,738	1,413
12,350	12,400	1,487	1,161	1,751	1,422
12,400	12,450	1,496	1,169	1,764	1,431
12,450	12,500	1,505	1,177	1,776	1,440
12,500	12,550	1,514	1,185	1,789	1,449
12,550	12,600	1,523	1,193	1,801	1,458
12,600	12,650	1,532	1,201	1,814	1,467
12,650	12,700	1,541	1,209	1,826	1,476
12,700	12,750	1,550	1,217	1,839	1,485
12,750	12,800	1,559	1,225	1,851	1,494
12,800	12,850	1,568	1,233	1,864	1,503
12,850	12,900	1,577	1,241	1,876	1,512
12,900	12,950	1,586	1,249	1,889	1,521
12,950	13,000	1,596	1,257	1,901	1,530
13,000					
13,000	13,050	1,606	1,265	1,914	1,539
13,050	13,100	1,616	1,273	1,926	1,548
13,100	13,150	1,626	1,281	1,939	1,557
13,150	13,200	1,636	1,289	1,951	1,566
13,200	13,250	1,646	1,297	1,964	1,575
13,250	13,300	1,656	1,305	1,976	1,584
13,300	13,350	1,666	1,313	1,989	1,593
13,350	13,400	1,676	1,321	2,001	1,602
13,400	13,450	1,686	1,329	2,014	1,611
13,450	13,500	1,696	1,337	2,026	1,620
13,500	13,550	1,706	1,345	2,039	1,629
13,550	13,600	1,716	1,353	2,051	1,638
13,600	13,650	1,726	1,361	2,064	1,647
13,650	13,700	1,736	1,369	2,076	1,656
13,700	13,750	1,746	1,377	2,089	1,665
13,750	13,800	1,756	1,385	2,101	1,674
13,800	13,850	1,766	1,393	2,114	1,683
13,850	13,900	1,776	1,401	2,126	1,692
13,900	13,950	1,786	1,409	2,139	1,701
13,950	14,000	1,796	1,417	2,151	1,710

Continued on next page

UNIT TEST continued



FORM IT-540

LOUISIANA

RESIDENT AND NONRESIDENT
INDIVIDUAL INCOME TAX RETURN

CHECK HERE IF NAME OR ADDRESS ON LAST YEAR'S RETURN IS DIFFERENT ☐

PLEASE DO NOT WRITE IN THIS SPACE

OFFICE USE ONLY

PLACE LABEL HERE

1984
or
FISCAL YEAR
Begun ________ 1984
Ended ________ 1985

FILING STATUS. Check only one box.
1. ☐ SINGLE
2. ☐ MARRIED FILING JOINT RETURN
3. ☐ MARRIED FILING SEPARATE RETURN
4. ☐ HEAD OF HOUSEHOLD
5. ☐ QUALIFYING WIDOW(ER) WITH DEPENDENT CHILD

EXEMPTIONS
6A. YOURSELF ☐ 65 OR OVER ☐ BLIND ☐ Total 6A & 6B ☐
B. SPOUSE ☐ 65 OR OVER ☐ BLIND ☐
C. DEPENDENT CHILDREN 6C ☐
D. OTHER DEPENDENTS 6D ☐
E. TOTAL DEPENDENTS 6E

7A. ADJUSTED GROSS INCOME LESS FEDERAL EXCESS ITEMIZED DEDUCTIONS 7A .00
7B. LESS FEDERAL INCOME TAX 7B .00
7C. YOUR LOUISIANA TAX TABLE INCOME 7C .00
8. YOUR LOUISIANA INCOME TAX 8 .00
9. LESS:
A. Credits from Schedule A 9A .00
B. Education credit 9B .00
C. Total credits (Add lines 9A and 9B.) 9C .00
10. ADJUSTED LOUISIANA INCOME TAX 10 .00
11. LESS:
A. Total Louisiana income tax withheld in 1984 11A .00
B. Payments on 1984 declarations and credits carried forward from 1983 11B .00
C. Total payments (Add lines 11A and 11B.) 11C .00
12. BALANCE DUE LOUISIANA 12 .00
13. OVERPAYMENT 13 .00
14. DONATIONS (See instructions on Page 7.)
A. Wildlife Protection Donation 14A .00
B. Local Arts Grants Donation 14B .00
C. Louisiana Children's Trust Fund Donation 14C .00
D. United States Olympic Committee Donation 14D .00
E. Louisiana Senior Citizens' Trust Fund Donation 14E .00
F. Total donations (Add lines 14A, 14B, 14C, 14D, & 14E.) 14F .00
15. OVERPAYMENT AFTER DONATIONS 15 .00
16A. Amount of line 15 you want REFUNDED to you 16A .00
16B. Amount of line 15 you want CREDITED to 1985 tax 16B .00

1984 LOUISIANA TAX TABLE - SINGLE OR MARRIED FILING SEPARATELY (Filing Status Box 1 or 3)

To determine your Louisiana tax, locate the amount of your tax-table income (line 7C of Form IT-540) in the first two columns. Read across to the column with the same number as the total number of exemptions you claimed on line 8E. The amount shown in that column is your Louisiana tax liability. If your total number of exemptions exceeds eight, reduce your tax-table income by $1,000 for each exemption over eight. Locate this reduced amount in the first two columns and read across to the column numbered eight. The $4,500 combined personal exemption-standard deduction and $1,000 for each exemption over one have been used in determining the tax shown in the table.

IF YOUR LOUISIANA TAX-TABLE INCOME (line 7C of Form IT-540) IS—		AND THE TOTAL EXEMPTIONS CLAIMED ON LINE 8E IS—							
		1	2	3	4	5	6	7	8
At least	But less than	YOUR LOUISIANA TAX IS—							
0	4,500	0	0	0	0	0	0	0	0
4,500	4,750	3	0	0	0	0	0	0	0
4,750	5,000	8	0	0	0	0	0	0	0
5,000	5,250	13	0	0	0	0	0	0	0
5,250	5,500	18	0	0	0	0	0	0	0
5,500	5,750	23	3	0	0	0	0	0	0
5,750	6,000	28	8	0	0	0	0	0	0
6,000	6,250	33	13	0	0	0	0	0	0
6,250	6,500	38	18	0	0	0	0	0	0
6,500	6,750	43	23	3	0	0	0	0	0
6,750	7,000	48	28	8	0	0	0	0	0
7,000	7,250	53	33	13	0	0	0	0	0
7,250	7,500	58	38	18	0	0	0	0	0
7,500	7,750	63	43	23	3	0	0	0	0
7,750	8,000	68	48	28	8	0	0	0	0
8,000	8,250	73	53	33	13	0	0	0	0
8,250	8,500	78	58	38	18	0	0	0	0
8,500	8,750	83	63	43	23	3	0	0	0
8,750	9,000	88	68	48	28	8	0	0	0
9,000	9,250	93	73	53	33	13	0	0	0
9,250	9,500	98	78	58	38	18	0	0	0
9,500	9,750	103	83	63	43	23	3	0	0
9,750	10,000	108	88	68	48	28	8	0	0
10,000	10,250	115	95	75	55	35	15	0	0
10,250	10,500	125	105	85	65	45	25	0	0
10,500	10,750	135	115	95	75	55	35	5	0
10,750	11,000	145	125	105	85	65	45	15	0
11,000	11,250	155	135	115	95	75	55	25	0
11,250	11,500	165	145	125	105	85	65	35	0
11,500	11,750	175	155	135	115	95	75	45	5
11,750	12,000	185	165	145	125	105	85	55	15
12,000	12,250	195	175	155	135	115	95	65	25
12,250	12,500	205	185	165	145	125	105	75	35
12,500	12,750	215	195	175	155	135	115	85	45
12,750	13,000	225	205	185	165	145	125	95	55
13,000	13,250	235	215	195	175	155	135	105	65
13,250	13,500	245	225	205	185	165	145	115	75
13,500	13,750	255	235	215	195	175	155	125	85
13,750	14,000	265	245	225	205	185	165	135	95
14,000	14,250	275	255	235	215	195	175	145	105
14,250	14,500	285	265	245	225	205	185	155	115
14,500	14,750	295	275	255	235	215	195	165	125
14,750	15,000	305	285	265	245	225	205	175	135
15,000	15,250	315	295	275	255	235	215	185	145
15,250	15,500	325	305	285	265	245	225	195	155
15,500	[illegible]	335	315	295	275	255	235	205	165

IF YOUR LOUISIANA TAX-TABLE INCOME (line 7C of Form IT-540) IS—		AND THE TOTAL EXEMPTIONS CLAIMED ON LINE 8E IS—							
		1	2	3	4	5	6	7	8
At least	But less than	YOUR LOUISIANA TAX IS—							
15,750	16,000	345	325	305	285	265	245	215	175
16,000	16,250	355	335	315	295	275	255	225	185
16,250	16,500	365	345	325	305	285	265	235	195
16,500	16,750	375	355	335	315	295	275	245	205
16,750	17,000	385	365	345	325	305	285	255	215
17,000	17,250	395	375	355	335	315	295	265	225
17,250	17,500	405	385	365	345	325	305	275	235
17,500	17,750	415	395	375	355	335	315	285	245
17,750	18,000	425	405	385	365	345	325	295	255
18,000	18,250	435	415	395	375	355	335	305	265
18,250	18,500	445	425	405	385	365	345	315	275
18,500	18,750	455	435	415	395	375	355	325	285
18,750	19,000	465	445	425	405	385	365	335	295
19,000	19,250	475	455	435	415	395	375	345	305
19,250	19,500	485	465	445	425	405	385	355	315
19,500	19,750	495	475	455	435	415	395	365	325
19,750	20,000	505	485	465	445	425	405	375	335
20,000	20,250	515	495	475	455	435	415	385	345
20,250	20,500	525	505	485	465	445	425	395	355
20,500	20,750	535	515	495	475	455	435	405	365
20,750	21,000	545	525	505	485	465	445	415	375
21,000	21,250	555	535	515	495	475	455	425	385
21,250	21,500	565	545	525	505	485	465	435	395
21,500	21,750	575	555	535	515	495	475	445	405
21,750	22,000	585	565	545	525	505	485	455	415
22,000	22,250	595	575	555	535	515	495	465	425
22,250	22,500	605	585	565	545	525	505	475	435
22,500	22,750	615	595	575	555	535	515	485	445
22,750	23,000	625	605	585	565	545	525	495	455
23,000	23,250	635	615	595	575	555	535	505	465
23,250	23,500	645	625	605	585	565	545	515	475
23,500	23,750	655	635	615	595	575	555	525	485
23,750	24,000	665	645	625	605	585	565	535	495
24,000	24,250	675	655	635	615	595	575	545	505
24,250	24,500	685	665	645	625	605	585	555	515
24,500	24,750	695	675	655	635	615	595	565	525
24,750	25,000	705	685	665	645	625	605	575	535
25,000	25,250	715	695	675	655	635	615	585	545
25,250	25,500	725	705	685	665	645	625	595	555
25,500	25,750	735	715	695	675	655	635	605	565
25,750	26,000	745	725	705	685	665	645	615	575
26,000	26,250	755	735	715	695	675	655	625	585
26,250	26,500	765	745	725	705	685	665	635	595
26,500	26,750	775	755	735	715	695	675	645	605
26,750	27,000	785	765	745	725	705	685	655	615
27,000	27,250	795	775	755	735	715	695	665	625
27,250	27,500	805	785	765	745	725	705	675	635
27,500	27,750	815	795	775	755	735	715	685	645

UNIT TEST continued

UNIT TEST

ANSWER KEY

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement in Column A and write the letter that represents your answer in the space next to each statement.

Column A

M 1. Amount added to the price of goods or services.

L 2. Amount charged to the owners of land or buildings.

A 3. Estimate of how much a property is worth.

B 4. Portion of an appraisal value that is subject to taxes.

K 5. One one-thousandth of $1.

O 6. Tax which provides money for people who are retired or disabled.

G 7. Federal law requiring the payment of money into the federal social security program.

N 8. Identifies a worker's social security account with the federal government.

H 9. Government charge on the money people receive from earnings or other sources.

E 10. Person who receives more than one-half of his or her support from another tax.

I 11. Federal government agency responsible for the collection of taxes.

Column B

A. appraisal
B. assessment
C. collected
D. deduction
E. dependent
F. exemption
G. FICA
H. income tax
I. IRS
J. levy
K. mill
L. property tax
M. sales tax
N. social security number
O. social security tax
P. tax table
Q. 1040 Form
R. 1040A Form
S. 1040-EZ Form
T. W-2 Form

T 12. Form that shows the amounts of income tax and FICA tax withheld from employee's wages.

Q 13. Long form for filing federal income tax.

P 14. Shows how much tax is owed based on income and number of exemptions claimed.

R 15. Form used by taxpayers who do not itemize deductions.

D 16. Certain expenses to be subtracted from taxable income.

C 17. Amount of money taken in by an agency for tax purposes.

J 18. Impose a tax provided for by law.

F 19. Freedom from paying taxes according to prearranged guidelines.

S 20. An abbreviated tax return form which only requires gross income, the number of exemptions, and amount of charitable contributions.

B. ESSAY

Directions: Using complete sentences, identify four kinds of personal taxes and briefly discuss each item.

1. Sales Taxes Sales taxes are added to the price of goods or services. The rates vary from state to state and city to city.
2. Property Taxes Property owners must pay this tax to either the city or county (parish) government. Land, houses, office buildings and apartment buildings are all examples of property.
3. Social Security Taxes Social security taxes are paid by employees and employers based on the employees' earnings. Funds are then available for retired and disabled workers.
4. Income Taxes Income taxes are paid to the federal government and most state governments. Employers deduct a certain amount of income from an employee's check and pay this toward the amount of tax owed by the individual.

C. NUMBER OF EXEMPTIONS

Directions: Determine how many exemptions are allowed for each of the following situations. Place the correct number in the blank to the left of each example.

1 1. Married person with no dependent children filing separate return.

3 2. Single person filing head of household and claiming two dependents.

2 3. Married person filing separate return and claiming one stepchild.

3 4. Filing joint return with one child living with couple for seven months.

3 5. Filing head of household with two minor nephews and one niece who earned $13,801.

1 6. Single person with no dependents and an income of $2,000.

2 7. Filing joint return with no dependents.

4 8. Married filing jointly with a blind wife who is 67 years of age.

2 9. Filing single while being blind and 59 years of age.

0 10. Thirteen years old with an income of $40,000.

D. TAX PROBLEMS

Directions: Compute the sales tax at 6 percent on the following amounts of merchandise. Place your answer in the blank at the right.

1. $15.75 $ .95
2. $ 9.15 $ .55
3. $13.29 $ .80
4. $ 0.99 $ .06
5. $ 2.59 $ .16

UNIT TEST continued

Directions: Compute the total amount of the sale, including a 5 percent tax on each item. Record your answer in the blank at the right.

1. $15.10, $10.99, $1.25	$ 28.71
2. $.98, $1.55, $3.19	$ 6.01
3. $1.10, $2.35, $1.59	$ 5.29
4. $25.29, $33.30, $40.00	$103.52
5. $15.75, $1.95, $2.39	$ 21.09

Directions: Compute the taxes for each of the following properties. Place your answer in the blank at the right.

1. $24,300 at $9.25 for every $100	$2,247.75
2. $55,400 at $6.70 for every $100	$3,711.80
3. $10,500 at $8.42 for every $100	$ 884.10
4. $17,900 at $7.15 for every $100	$1,279.85
5. $33,500 at $5.30 for every $100	$1,775.50

Directions: Compute the property tax on the following assessed values of property. Place your answer in the blank at the right.

1. $30,000 at 75 mills	$2,250.00
2. $85,500 at 65 mills	$5,557.50
3. $15,900 at 52 mills	$ 826.80
4. $75,000 at 68 mills	$5,100.00
5. $150,000 at 60 mills	$9,000.00

E. TAX FORMS

Directions: Prepare a federal tax form for each of the following situations. Assume that there are no other taxes or tax credits. Make up names and personal data as needed. Do not alter or add to the information given below for each situation.

1. Filing Status--Single
   Exemptions--1
   Income--$5,081.20
   Tax Withheld--$391.15
   Adjustments--$400.00 interest

2. Filing Status--Married filing jointly
   Exemptions--3
   Income--$14,900.00
   Tax Withheld--$1,699.13
   Adjustments--$47.38 interest

3. Filing status--Head of household
   Exemptions--2
   Income--$14,900
   Tax Withheld--$2,111.11
   Adjustments--$705.00 IRA

Directions: Using the information in Part E, Problem I, prepare a state tax form. (Tax withheld $50)

Answers may vary as tax tables change.

UNIT TEST continued

Department of the Treasury · Internal Revenue Service

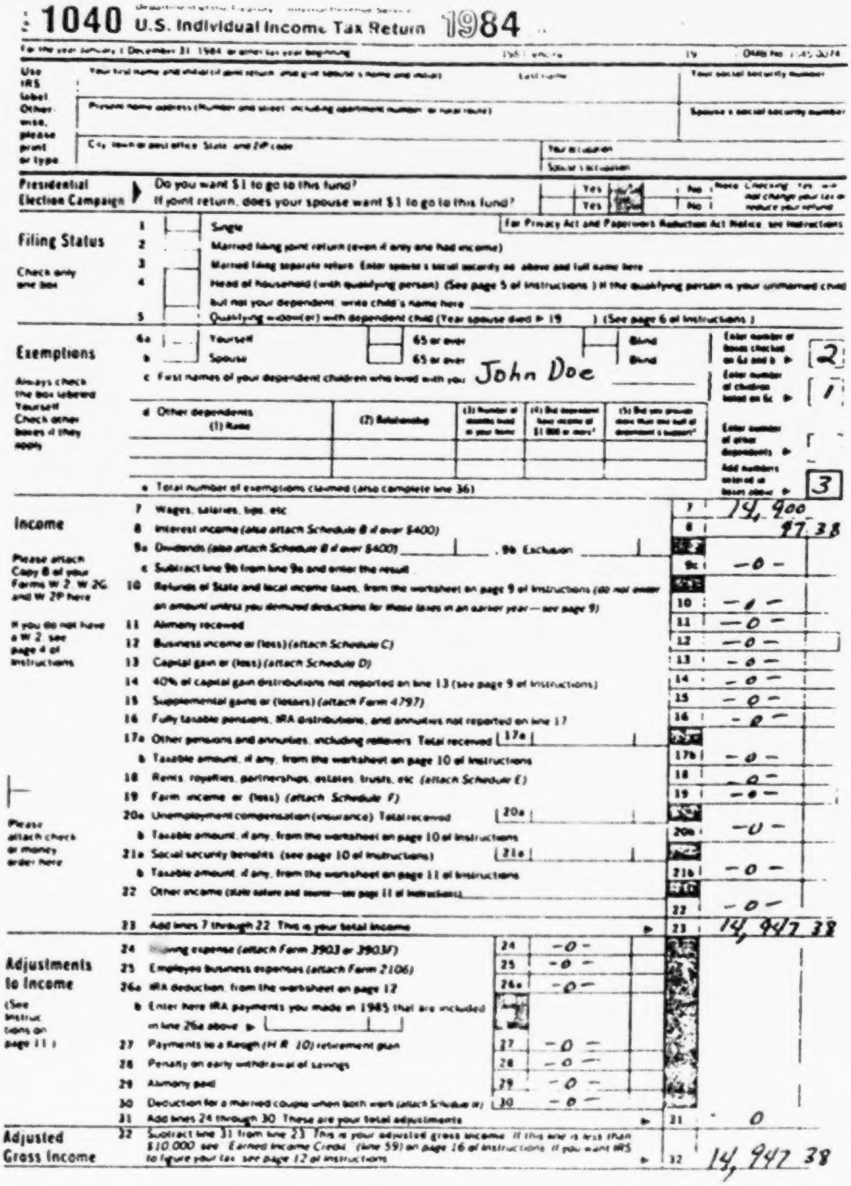
1984 **Form 1040EZ Income Tax Return for Single filers with no dependents**

OMB No. [illegible]

Name & address	Use the IRS mailing label. If you don't have one, please print		Please print your numbers like this 1234567890
	Print your name above (first, initial, last)		Social security number
	Present home address (number and street)		
	City, town, or post office, State, and ZIP code		
	Presidential Election Campaign Fund Check box if you want $1 of your tax to go to this fund ►		☐
Figure your tax	1 Total wages, salaries, and tips. This should be shown in Box 10 of your W-2 form(s). (Attach your W-2 form(s).)	1	5,081.20
	2 Interest income of $400 or less. If the total is more than $400, you cannot use Form 1040EZ.	2	400.00
Attach Copy B of Form(s) W-2 here	3 Add line 1 and line 2. This is your adjusted gross income.	3	5,481.20
	4 Allowable part of your charitable contributions. Complete the worksheet on page 21 of the instruction booklet. Do not enter more than $75.	4	00.010
	5 Subtract line 4 from line 3.	5	5,481.20
	6 Amount of your personal exemption.	6	1 000 00
	7 Subtract line 6 from line 5. This is your taxable income.	7	4,481.20
	8 Enter your Federal income tax withheld. This should be shown in Box 9 of your W-2 form(s).	8	391:15
	9 Use the single column in the tax table on pages 31-36 of the instruction booklet to find the tax on your taxable income on line 7. Enter the amount of tax.	9	252.00
Refund or amount you owe	10 If line 8 is larger than line 9, subtract line 9 from line 8. Enter the amount of your refund.	10	0, 139 15
Attach tax payment here	11 If line 9 is larger than line 8, subtract line 8 from line 9. Enter the amount you owe. Attach check or money order for the full amount, payable to "Internal Revenue Service."	11	0,
Sign your return	I have read this return. Under penalties of perjury, I declare that to the best of my knowledge and belief, the return is true, correct, and complete.		For IRS USE ONLY
	Your signature Date		

For Privacy Act and Paperwork Reduction Act Notice, see page 41.

UNIT TEST continued



1040 U.S. Individual Income Tax Return **1984**

For the year January 1–December 31, 1984, or other tax year beginning

Use IRS label. Otherwise, please print or type.	Your first name and initial (if joint return, also give spouse's name and initial) · Last name · Your social security number
	Present home address (Number and street, including apartment number, or rural route) · Spouse's social security number
	City, town or post office, State, and ZIP code · Your occupation · Spouse's occupation

Presidential Election Campaign ▶ Do you want $1 to go to this fund? ☐ Yes ☐ No
If joint return, does your spouse want $1 to go to this fund? ☐ Yes ☐ No
Note: Checking "Yes" will not change your tax or reduce your refund.

For Privacy Act and Paperwork Reduction Act Notice, see Instructions.

Filing Status — Check only one box.

1 ☐ Single
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separate return. Enter spouse's social security no. above and full name here
4 ☐ Head of household (with qualifying person). (See page 5 of Instructions.) If the qualifying person is your unmarried child but not your dependent, write child's name here
5 ☐ Qualifying widow(er) with dependent child (Year spouse died ▶ 19). (See page 6 of Instructions.)

Exemptions — Always check the box labeled Yourself. Check other boxes if they apply.

6a ☐ Yourself ☐ 65 or over ☐ Blind
b ☐ Spouse ☐ 65 or over ☐ Blind
Enter number of boxes checked on 6a and b ▶ 2
c First names of your dependent children who lived with you John Doe
Enter number of children listed on 6c ▶ 1

d Other dependents (1) Name	(2) Relationship	(3) Number of months lived in your home	(4) Did dependent have income of $1,000 or more?	(5) Did you provide more than one-half of dependent's support?

Enter number of other dependents ▶
e Total number of exemptions claimed (also complete line 36)
Add numbers entered in boxes above ▶ 3

Income — Please attach Copy B of your Forms W-2, W-2G, and W-2P here. If you do not have a W-2, see page 4 of Instructions. Please attach check or money order here.

7	Wages, salaries, tips, etc.	7	14,900
8	Interest income (also attach Schedule B if over $400)	8	47.38
9a	Dividends (also attach Schedule B if over $400) ____, 9b Exclusion ____		
c	Subtract line 9b from line 9a and enter the result	9c	-0-
10	Refunds of State and local income taxes, from the worksheet on page 9 of Instructions (do not enter an amount unless you deducted those taxes in an earlier year—see page 9)	10	-1-
11	Alimony received	11	-0-
12	Business income or (loss) (attach Schedule C)	12	-0-
13	Capital gain or (loss) (attach Schedule D)	13	-0-
14	40% of capital gain distributions not reported on line 13 (see page 9 of Instructions)	14	-0-
15	Supplemental gains or (losses) (attach Form 4797)	15	-0-
16	Fully taxable pensions, IRA distributions, and annuities not reported on line 17	16	-0-
17a	Other pensions and annuities, including rollovers. Total received 17a		
b	Taxable amount, if any, from the worksheet on page 10 of Instructions	17b	-0-
18	Rents, royalties, partnerships, estates, trusts, etc. (attach Schedule E)	18	-0-
19	Farm income or (loss) (attach Schedule F)	19	-0-
20a	Unemployment compensation (insurance). Total received 20a		
b	Taxable amount, if any, from the worksheet on page 10 of Instructions	20b	-0-
21a	Social security benefits. (see page 10 of Instructions) 21a		
b	Taxable amount, if any, from the worksheet on page 11 of Instructions	21b	-0-
22	Other income (state nature and source—see page 11 of Instructions)	22	-0-
23	Add lines 7 through 22. This is your total income ▶	23	14,947 38

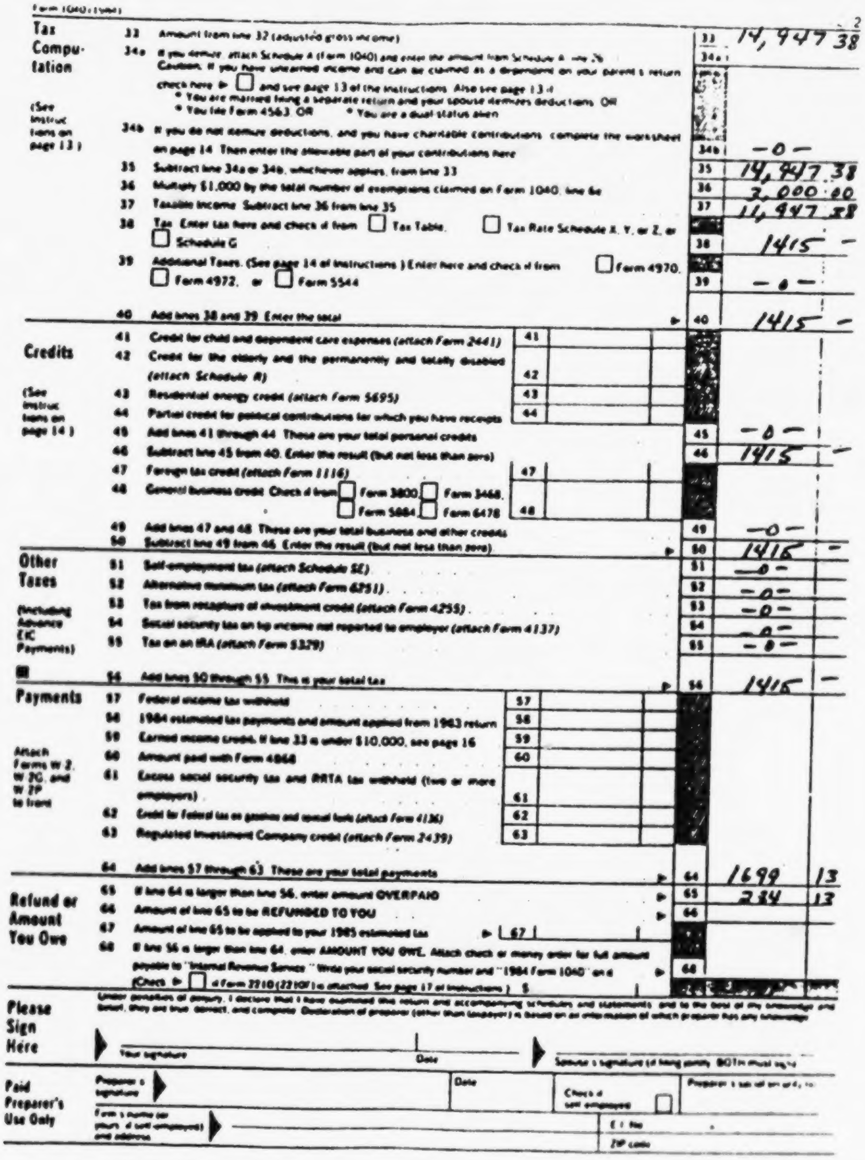
Adjustments to Income (See Instructions on page 11.)

24	Moving expense (attach Form 3903 or 3903F)	24	-0-
25	Employee business expenses (attach Form 2106)	25	-0-
26a	IRA deduction, from the worksheet on page 12	26a	-0-
b	Enter here IRA payments you made in 1985 that are included in line 26a above ▶		
27	Payments to a Keogh (H.R. 10) retirement plan	27	-0-
28	Penalty on early withdrawal of savings	28	-0-
29	Alimony paid	29	-0-
30	Deduction for a married couple when both work (attach Schedule W)	30	-0-
31	Add lines 24 through 30. These are your total adjustments ▶	31	0

Adjusted Gross Income

32	Subtract line 31 from line 23. This is your adjusted gross income. If this line is less than $10,000, see "Earned Income Credit" (line 59) on page 16 of Instructions. If you want IRS to figure your tax, see page 12 of Instructions ▶	32	14,947 38

UNIT TEST continued



Form 1040 (1984) Page 2

Tax Computation	33	Amount from line 32 (adjusted gross income)		33	14,947 38
	34a	If you itemize, attach Schedule A (Form 1040) and enter the amount from Schedule A, line 26. Caution: If you have unearned income and can be claimed as a dependent on your parent's return, check here ▶ ☐ and see page 13 of the Instructions. Also see page 13 if: • You are married filing a separate return and your spouse itemizes deductions, OR • You file Form 4563, OR • You are a dual-status alien		34a	
(See Instructions on page 13.)	34b	If you do not itemize deductions, and you have charitable contributions, complete the worksheet on page 14. Then enter the allowable part of your contributions here		34b	–0–
	35	Subtract line 34a or 34b, whichever applies, from line 33		35	14,947.38
	36	Multiply $1,000 by the total number of exemptions claimed on Form 1040, line 6e		36	3,000.00
	37	Taxable income. Subtract line 36 from line 35		37	11,947.38
	38	Tax. Enter tax here and check if from ☐ Tax Table, ☐ Tax Rate Schedule X, Y, or Z, or ☐ Schedule G		38	1415 –
	39	Additional Taxes. (See page 14 of Instructions.) Enter here and check if from ☐ Form 4970, ☐ Form 4972, or ☐ Form 5544		39	–0–
	40	Add lines 38 and 39. Enter the total ▶		40	1415 –
Credits	41	Credit for child and dependent care expenses *(attach Form 2441)*	41		
	42	Credit for the elderly and the permanently and totally disabled *(attach Schedule R)*	42		
(See Instructions on page 14.)	43	Residential energy credit *(attach Form 5695)*	43		
	44	Partial credit for political contributions for which you have receipts	44		
	45	Add lines 41 through 44. These are your total personal credits		45	–0–
	46	Subtract line 45 from 40. Enter the result (but not less than zero)		46	1415 –
	47	Foreign tax credit *(attach Form 1116)*	47		
	48	General business credit. Check if from ☐ Form 3800, ☐ Form 3468, ☐ Form 5884, ☐ Form 6478	48		
	49	Add lines 47 and 48. These are your total business and other credits		49	–0–
	50	Subtract line 49 from 46. Enter the result (but not less than zero) ▶		50	1415 –
Other Taxes	51	Self-employment tax *(attach Schedule SE)*		51	–0–
	52	Alternative minimum tax *(attach Form 6251)*		52	–0–
(Including Advance EIC Payments)	53	Tax from recapture of investment credit *(attach Form 4255)*		53	–0–
	54	Social security tax on tip income not reported to employer *(attach Form 4137)*		54	–0–
	55	Tax on an IRA *(attach Form 5329)*		55	–0–
	56	Add lines 50 through 55. This is your total tax ▶		56	1415 –
Payments	57	Federal income tax withheld	57		
	58	1984 estimated tax payments and amount applied from 1983 return	58		
	59	Earned income credit. If line 33 is under $10,000, see page 16	59		
Attach Forms W-2, W-2G, and W-2P to front	60	Amount paid with Form 4868	60		
	61	Excess social security tax and RRTA tax withheld (two or more employers)	61		
	62	Credit for Federal tax on gasoline and special fuels *(attach Form 4136)*	62		
	63	Regulated Investment Company credit *(attach Form 2439)*	63		
	64	Add lines 57 through 63. These are your total payments ▶		64	1699 13
Refund or Amount You Owe	65	If line 64 is larger than line 56, enter amount OVERPAID ▶		65	284 13
	66	Amount of line 65 to be REFUNDED TO YOU ▶		66	
	67	Amount of line 65 to be applied to your 1985 estimated tax ▶	67		
	68	If line 56 is larger than line 64, enter AMOUNT YOU OWE. Attach check or money order for full amount payable to "Internal Revenue Service." Write your social security number and "1984 Form 1040" on it. (Check ▶ ☐ if Form 2210 (2210F) is attached. See page 17 of Instructions.) $		68	

Please Sign Here

Under penalties of perjury, I declare that I have examined this return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

▶ Your signature | Date ▶ Spouse's signature (if filing jointly, BOTH must sign)

Paid Preparer's Use Only

Preparer's signature ▶ | Date | Check if self-employed ☐ | Preparer's social security no.

Firm's name (or yours, if self-employed) and address ▶ | E.I. No. | ZIP code

UNIT TEST continued

Department of the Treasury Internal Revenue Service

1984 **Form 1040A US Individual Income Tax Return**

Step 1
Name and address

Use the IRS mailing label. If you don't have one, print or type:

Your first name and initial (if joint return, also give spouse's name and initial) Last name Your social security no.

Present home address (number and street) Spouse's social security no.

City, town or post office, State, and ZIP code

Presidential Election Campaign Fund

Do you want $1 to go to this fund? .... ☐ Yes ☐ No

If joint return, does your spouse want $1 to go to this fund? ☐ Yes ☐ No

Step 2
Check your filing status
(Check only one)

1 ☐ Single (See if you can use Form 1040EZ.)

2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separate return. Enter spouse's social security number above and spouse's full name here.

4 ☐ Head of household (with qualifying person). If the qualifying person is your unmarried child but not your dependent, write this child's name here.

Step 3
Figure your exemptions

Always check the exemption box labeled Yourself. Check other boxes if they apply.

5a ☑ Yourself ☐ 65 or over ☐ Blind

b ☐ Spouse ☐ 65 or over ☐ Blind

Write number of boxes checked on 5a and b: 1

c First names of your dependent children who lived with you

Write number of children listed on 5c: -

d Other dependents:

Attach Copy B of Form(s) W-2 here

1. Name	2. Relationship	3. Number of months lived in your home	4. Did dependent have income of $1,000 or more?	5. Did you provide more than one-half of dependent's support?
John Doe	Nephew	12	No	Yes

Write number of other dependents listed on 5d: 1

e Total number of exemptions claimed. (Also complete line 18.) Add numbers entered on lines above: 2

Step 4
Figure your total income

6 Total wages, salaries, tips, etc. This should be shown in Box 10 of your W-2 form(s). (Attach Form(s) W-2.) 6 14,900. -

7 Interest income. (If the total is over $400, also complete and attach Schedule 1 (Form 1040A), Part I.) 7 -0- .

Attach check or money order here

8a Dividends. (If the total is over $400, also complete and attach Schedule 1 (Form 1040A), Part II.) 8a -0- .

b Exclusion. See the instructions on page 16. 8b -0- .

c Subtract line 8b from line 8a. Write the result. 0 8c -0- .

9a Unemployment compensation (insurance), from Form(s) 1099-G. Total received. 9a -0- .

b Taxable amount, if any, from the worksheet on page 17 of the instructions. 9b -0- .

10 Add lines 6, 7, 8c, and 9b. Write the total. This is your total income. 10 14,900.

Step 5
Figure your adjusted gross income

11a Individual retirement arrangement (IRA) deduction, from the worksheet on page 19. 11a 705 . -

b Write IRA payments made in 1985 that you included on line 11a: ($ -0- .)

12 Deduction for a married couple when both work. Complete and attach Schedule 1 (Form 1040A), Part III. 12 -0- .

13 Add lines 11a and 12. Write the total. These are your total adjustments. 13 705 -

14 Subtract line 13 from line 10. Write the result. This is your adjusted gross income. 14 14,195

150

UNIT TEST continued

1984 **Form 1040A** Page 2

Step 6 **Figure your taxable income**	15	Write the amount from line 14		15 14,195 .
	16	Allowable part of your charitable contributions, from the worksheet on page 21 of the instructions.		16 -0- .
	17	Subtract line 16 from line 15. Write the result		17 14195 .
	18	Multiply $1,000 by the total number of exemptions claimed on line 5e.		18 2,000 .
	19	Subtract line 18 from line 17. Write the result. This is your taxable income.		19 12,195 .
Step 7 **Figure your tax, credits, and payments**		**If You Want IRS to Figure Your Tax, See Page 21 of the Instructions.**		
	20	Find the tax on the amount on line 19. Use the tax table, pages 31-36.		20 1,386 .
	21a	Credit for child and dependent care expenses. Complete and attach Schedule 1 (Form 1040A), Part IV.	21a -0- .	
	b	Partial credit for political contributions for which you have receipts. See page 24 of the instructions.	21b -0- .	
	22	Add lines 21a and 21b. Write the total.		22 -0- .
	23	Subtract line 22 from line 20. Write the result (but not less than zero). This is your total tax.		23 13 86 . –
	24a	Total Federal income tax withheld. This should be shown in Box 9 of your W-2 form(s). (If line 6 is more than $37,800, see page 24 of the instructions.)	24a 2,111 . 11	
	b	Earned income credit, from the worksheet on page 26 of the instructions. See page 25 of the instructions.	24b -0- .	
	25	Add lines 24a and 24b. Write the total. These are your total payments.		25 2,111 . 11
Step 8 **Figure your refund or amount you owe**	26	If line 25 is larger than line 23, subtract line 23 from line 25. Write the result. This is the amount of your refund.		26 725 . 11
	27	If line 23 is larger than line 25, subtract line 25 from line 23. Write the result. This is the amount you owe. Attach check or money order for full amount payable to "Internal Revenue Service." Write your social security number and "1984 Form 1040A" on it.		27 .

Step 9
Sign your return

Under penalties of perjury, I declare that I have examined this return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. Declaration of preparer (other than the taxpayer) is based on all information of which the preparer has any knowledge.

Your signature — Date — Your occupation

X

Spouse's signature (if joint return, both must sign) — Date — Spouse's occupation

X

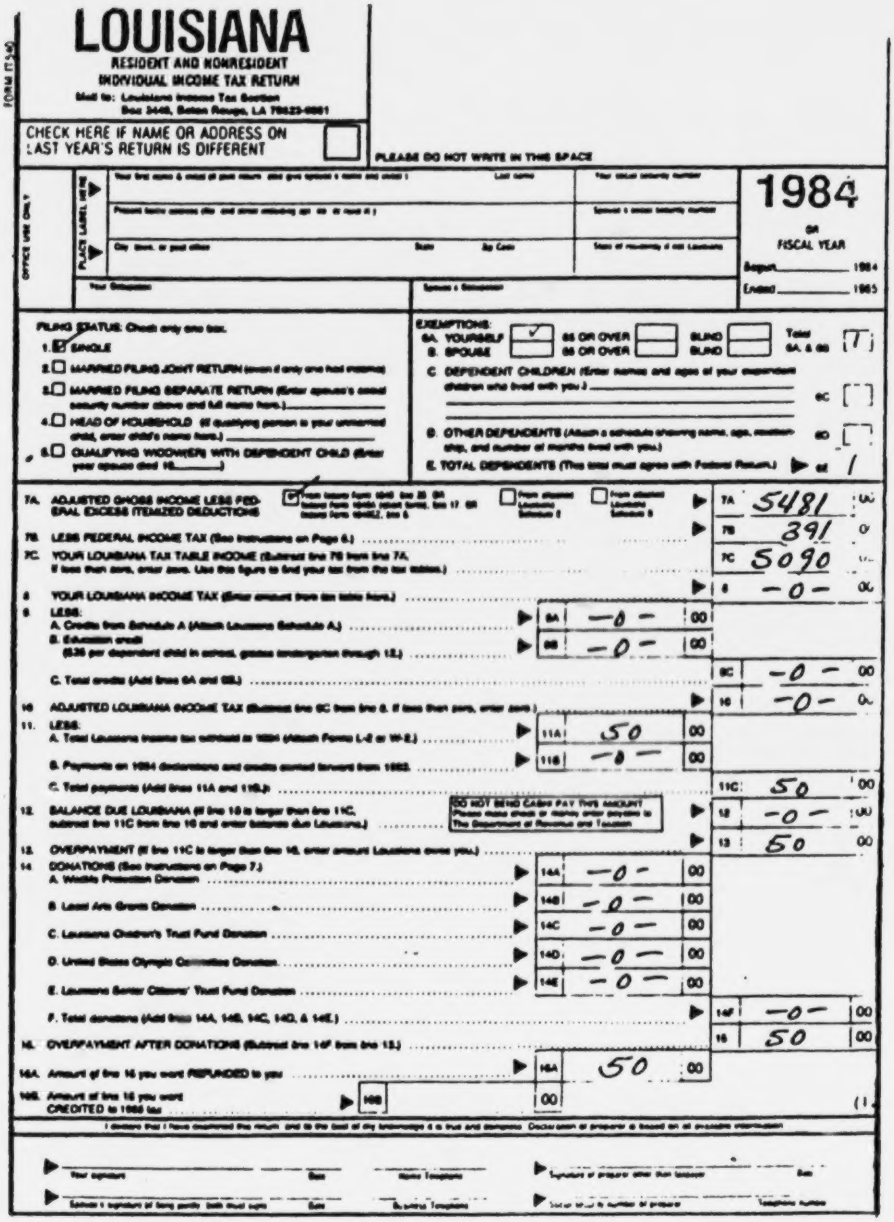
Paid preparer's signature — Date — Preparer's social security no.

X

Firm's name (or yours, if self-employed) — Employer identification no.

Address and ZIP code — Check if self-employed ☐

For Privacy Act and Paperwork Reduction Act Notice, see page 41



FORM IT-540

LOUISIANA

RESIDENT AND NONRESIDENT
INDIVIDUAL INCOME TAX RETURN

Mail to: Louisiana Income Tax Section
Box 3440, Baton Rouge, LA 70823-0001

CHECK HERE IF NAME OR ADDRESS ON LAST YEAR'S RETURN IS DIFFERENT ☐

PLEASE DO NOT WRITE IN THIS SPACE

OFFICE USE ONLY

PLACE LABEL HERE

1984 OR FISCAL YEAR
Begun ________ 1984
Ended ________ 1985

FILING STATUS: Check only one box.
1. ☑ SINGLE
2. ☐ MARRIED FILING JOINT RETURN (even if only one had income)
3. ☐ MARRIED FILING SEPARATE RETURN (Enter spouse's social security number above and full name here.) ________
4. ☐ HEAD OF HOUSEHOLD (If qualifying person is your unmarried child, enter child's name here.) ________
5. ☐ QUALIFYING WIDOW(ER) WITH DEPENDENT CHILD (Enter year spouse died 19____)

EXEMPTIONS:
6A. YOURSELF ☑ 65 OR OVER ☐ BLIND ☐ Total 6A & 6B [1]
B. SPOUSE ☐ 65 OR OVER ☐ BLIND ☐
C. DEPENDENT CHILDREN (Enter names and ages of your dependent children who lived with you.) ________ 6C [ ]
D. OTHER DEPENDENTS (Attach a schedule showing name, age, relationship, and number of months lived with you.) 6D [ ]
E. TOTAL DEPENDENTS (This total must agree with Federal Return.) 6E 1

7A.	ADJUSTED GROSS INCOME LESS FEDERAL EXCESS ITEMIZED DEDUCTIONS ☑ From federal form 1040, line 33; OR federal form 1040A, line 17; OR federal form 1040EZ, line 5 ☐ From attached Louisiana Schedule E ☐ From attached Louisiana Schedule B	7A	5481 00
7B.	LESS FEDERAL INCOME TAX (See instructions on Page 6.)	7B	391 00
7C.	YOUR LOUISIANA TAX TABLE INCOME (Subtract line 7B from line 7A. If less than zero, enter zero. Use this figure to find your tax from the tax tables.)	7C	5090 00
8	YOUR LOUISIANA INCOME TAX (Enter amount from tax table here.)	8	-0- 00
9	LESS: A. Credits from Schedule A (Attach Louisiana Schedule A.)	9A	-0- 00
	B. Education credit ($25 per dependent child in school, grades kindergarten through 12.)	9B	-0- 00
	C. Total credits (Add lines 9A and 9B.)	9C	-0- 00
10	ADJUSTED LOUISIANA INCOME TAX (Subtract line 9C from line 8. If less than zero, enter zero.)	10	-0- 00
11.	LESS: A. Total Louisiana income tax withheld in 1984 (Attach Forms L-2 or W-2.)	11A	50 00
	B. Payments on 1984 declarations and credits carried forward from 1983.	11B	-0- 00
	C. Total payments (Add lines 11A and 11B.)	11C	50 00
12.	BALANCE DUE LOUISIANA (If line 10 is larger than line 11C, subtract line 11C from line 10 and enter balance due Louisiana.) DO NOT SEND CASH. PAY THIS AMOUNT. Please make check or money order payable to The Department of Revenue and Taxation	12	-0- 00
13.	OVERPAYMENT (If line 11C is larger than line 10, enter amount Louisiana owes you.)	13	50 00
14	DONATIONS (See instructions on Page 7.) A. Wildlife Protection Donation	14A	-0- 00
	B. Local Arts Grants Donation	14B	-0- 00
	C. Louisiana Children's Trust Fund Donation	14C	-0- 00
	D. United States Olympic Committee Donation	14D	-0- 00
	E. Louisiana Senior Citizens' Trust Fund Donation	14E	-0- 00
	F. Total donations (Add lines 14A, 14B, 14C, 14D, & 14E.)	14F	-0- 00
16.	OVERPAYMENT AFTER DONATIONS (Subtract line 14F from line 13.)	16	50 00
16A.	Amount of line 16 you want REFUNDED to you	16A	50 00
16B.	Amount of line 16 you want CREDITED to 1985 tax	16B	00

I declare that I have examined this return, and to the best of my knowledge it is true and complete. Declaration of preparer is based on all available information.

Your signature ____ Date ____ Home Telephone ____ Signature of preparer other than taxpayer ____ Date ____
Spouse's signature (if filing jointly, both must sign) ____ Date ____ Business Telephone ____ Social security number of preparer ____ Telephone number ____

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Class notebook
- Class participation
- Completed tax forms
- Simulation project
- Unit test
- Visual displays
- Worksheets
- Written reports

EQUIPMENT AND SUPPLIES

Student

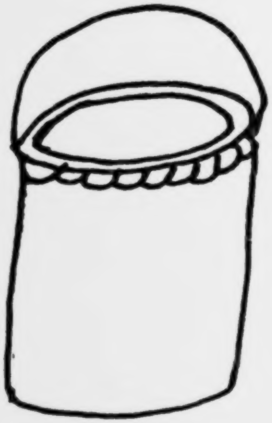
Textbook
Notebook
Newspapers
Magazines
Bulletin Board Supplies
Tax Forms
Simulation Project
Microcomputer
Calculators

Teacher

Textbook and Manual
Bulletin Board Supplies
Tax Forms
Newspapers
Magazines
Worksheets
Film and/or Filmstrip
Transparencies
Overhead Projector
Tax Software

BRUSH UP ON TAX TERMS

IV-46



mill

F.I.C.A.

appraisal

assessment

social security

levied

deduction

tariff

excise

REMEMBER!

SALES TAXES

PROPERTY TAXES

SOCIAL SECURITY TAXES

INCOME TAXES

EVERYONE PAYS PERSONAL TAXES

SUPPLEMENTARY MATERIALS

Periodicals

The Balance Sheet
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Business Education Forum
1914 Association Drive
Reston, VA 22091

Changing Times
Editor's Park N. W.
Washington, DC 20006

Today's Office
Hearst Business Communications, Inc.
645 Stewart Avenue
Gordon City, NY 11530

Simulations

Accounting Fundamentals, 1980
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 08520

Business Income Tax Practice Set, 1985
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 08520

Personal Income Tax Practice Set, 1983
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 08520

Summit Enterprises, 1983
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

Supersonic Sounds: A Business Recordkeeping Practice Set, 1983
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 05820

Software

Accounting

Review Questions on Accounting (Available for Apple computers)
Intellectual Software
QUEUE
5 Chapel Hill Drive
Fairfield, CT 06432

Computer Business Applications (Available for Apple II computers)

Business Applications (4m-500)
Opportunities For Learning, Inc.
20417 Nordhoff Street, Department 9
Chatsworth, CA 91311
(818) 341-2535

Taxing

Courseware Magazine
4919 N. Millbrook #222T
Fresno, CA 93726

Textbooks

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis
General Business--Our Business and Economic World
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Huffman, Harry, and Jeffrey Stewart. General Recordkeeping
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 08520

Lasselle, Richard C. Record Keeping: The Total Concept
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

Robertson, A. Haeworth, The Coming Revolution in Social Security,
Reston Publishing Company, Inc.
11480 Sunset Hills Road
Reston, VA 22090

SUPPLEMENTARY MATERIALS continued

Workbooks

Accounting Systems and Selected Applications, 1982
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Century 21 Accounting, 1982
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Projects in Business Recordkeeping, 1985
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Records Management Applications, 1983
John Wiley & Sons
605 Third Avenue
New York, NY 10158

RESOURCES

Antell, Gerson, and Walter Harris. *Economics for Everybody*. New York: Amsco, 1980.

Brown, Betty J., and John E. Clow. *General Business--Our Business and Economic World*. Boston: Houghton Mifflin Company, 1980.

Churchill & Churchill. *Taxes and You*. Portland: J. Weston Walch, Publishers, 1984.

Edelson, Charles. *Federal Income Tax*. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Fuller, Robert. *Payroll Procedures*. Cincinnati: South-Western Publishing Company, 1985.

Guerrieri, Donald J., F. Barry Haber, William B. Hoyt, and Robert E. Turner. *Accounting*, First Year Course. Boston: Houghton Mifflin Company, 1985.

Guerrieri, Donald J., F. Barry Haber, William B. Hoyt, and Robert E. Turner. *Accounting*, Advanced Course. Boston: Houghton Mifflin Company, 1985.

Lippett, Peter. *Estate Planning After the Reagan Tax Cut*. Englewood Cliffs, NJ: Prentice-Hall Company, 1982.

UNIT V

BUSINESS CASH RECORDS

INTRODUCTION

At various times in our personal and business lives, every consumer, every householder, and every taxpayer must maintain business cash records. Entry-level jobs require both number sense and a knowledge of basic recordkeeping.

This unit emphasizes basic information and skills needed to cope with everyday consumer matters that involve cash receipts, cash payments, and petty cash.

COMPETENCIES

1. Develop problem-solving and decision-making abilities related to the keeping of cash records.
2. Practice skills necessary in entry-level recordkeeping jobs.
3. Become familiar with the forms used in business cash records.
4. Complete instructional and practical materials involving business recordkeeping tasks.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Understand and discuss the various forms used in handling cash receipts and cash payments.
2. Develop a detailed understanding of preparing and recording cash transactions.
3. Distinguish the use of the various source documents used in business cash records.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Given a list of terms and definitions related to business cash records on a written test, students will be able to match the terms with the definitions with at least 75 percent accuracy.

2. On a written test students will be able to list three kinds of cash receipts with at least 75 percent accuracy.

3. In class students will be able to prepare sales slips, register tapes, carbon receipts, and deposit slips with 100 percent accuracy.

4. Given a series of daily business transactions on a written test, students will be able to prove the amount of money in a cash register at the end of that day's business with at least 75 percent accuracy.

5. Given business transactions using various source documents dealing with cash receipts, students will be able to process the source documents in class with at least 75 percent accuracy.

6. Given a cash receipts journal, students will be able to record the transactions during class.

7. In a class discussion students will be able to describe the methods in which payments can be made.

8. In class students will be able to prepare invoices, voucher checks, and credit memorandums with 100 percent accuracy.

9. On a written test, students will be able to calculate cash discounts with at least 75 percent accuracy when given invoice dates and credit terms.

10. Given business transactions using various source documents dealing with cash payments, students will be able to process the source documents in class with at least 75 percent accuracy.

11. Given a cash payments journal, students will be able to record the transactions during class.

12. In class students will be able to identify other kinds of cash receipts and cash payments.

13. In class students will be able to follow the necessary steps for processing cash payments, cash receipts, and proving cash with 100 percent accuracy.

14. On a written test students will be able to define the term "petty cash" with at least 75 percent accuracy.

15. Given a business problem in class dealing with petty cash vouchers, students will be able to record them in the petty cash book with 100 percent accuracy.

16. In class students will be able to prepare a petty cash summary to replenish the fund using the previously recorded petty cash vouchers with 100 percent accuracy.

17. Given a list of petty cash classifications in class, students will be able to classify petty cash payments by type of expenses with 75 percent accuracy.

METHODOLOGY

The purpose of this unit is to familiarize the student with business cash records and to provide learning activities dealing with cash receipts, cash payments, and petty cash.

Simulations, audiovisual aids, prepared software, workbooks, guest speakers, and field trips will be used to enhance the teacher's lectures. Sources of activities are listed in the supplementary section of this unit.

SUGGESTED INTEREST APPROACHES

1. Have students collect samples of forms used in business cash records.
2. Invite a local business person to speak to the class about various kinds of business recordkeeping forms.
3. View audiovisual aids associated with the unit.
4. Have students visit a local business forms supplier and make a list of business forms sold by that business.
5. Ask volunteers in the class to prepare bulletin boards illustrating the important aspects of the unit.
6. Have students make a survey of the papers and business forms used by a school system or a school board office and list the different kinds maintained for cash payments and cash receipts.
7. Arrange a field trip to a business. Ideally, the business would process and prepare business cash records manually and electronically.
8. Incorporate prepared software dealing with recordkeeping.
9. Have students complete a simulated practice set for hands-on experience.

UNIT OUTLINE

BUSINESS CASH RECORDS

- I. Cash Receipts
  - A. Handling cash received
    - 1. cash
    - 2. personal and business checks
    - 3. credit cards
  - B. Preparing forms
    - 1. sales slips
    - 2. register tapes
    - 3. carbon receipts
    - 4. deposit slips
  - C. Recording cash received in cash receipts journal
    - 1. cash proof of register
    - 2. source documents
      - a. payment slips
      - b. deposit slips
      - c. sales slips
      - d. register tapes
      - e. carbon receipts
  - D. Processing cash received
  - E. Recording other receipts
- II. Cash Payments
  - A. Making cash payments
    - 1. cash
    - 2. personal and business checks
  - B. Handling forms
    - 1. invoices
    - 2. voucher checks
    - 3. credit memorandums
  - C. Recording cash payments in cash payments journal
    - 1. voucher checks
    - 2. cash discounts
  - D. Processing cash payments
    - 1. computer printout
    - 2. cash payment summary
  - E. Recording other payments
- III. Cash Proof
- IV. Petty Cash
  - A. Establishing the petty cash fund
  - B. Preparing petty cash vouchers
  - C. Replenishing the petty cash fund
  - D. Recording petty cash vouchers in petty cash book

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. Given a list of terms and definitions related to business cash records on a written test, students will be able to match the terms with the definitions with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Business Cash Records	1. Complete a word search puzzle. (Appendix A) 2. Prepare a vocabulary notebook consisting of terms and definitions related to business cash records. (Appendix B glossary of terms)

2. On a written test students will be able to list three kinds of cash receipts with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Handling cash received cash, personal and business checks, and credit cards	1. Discuss the three kinds of receipts. 2. View visual aids that illustrate the kinds of cash receipts. 3. Collect samples of cash receipts.

3. In class students will be able to prepare sales slips, register tapes, carbon receipts, and deposit slips with 100 percent accuracy.

Subject Matter Content	Learning Activities
Cash Receipts	1. View transparencies that will enhance understanding of various cash receipts forms. 2. Discuss terminology associated with cash receipts forms. 3. Compare the function of each of the cash receipt forms.

	4. Collect samples of cash receipt forms.
Preparing forms	5. Prepare cash receipt forms from workbook and/or textbook activities.

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4. Given a series of daily business transactions on a written test, students will be able to prove the amount of money in a cash register at the end of the day's business with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Cash Receipts cash proof of register	1. Discuss the procedures used in proving the amount of money in a cash register at the end of a day.
	2. View on the board sample problems of proving cash.
	3. Complete proof of cash forms for sample problems in Activity 2.
	4. Complete and check a worksheet which requires proving cash. (Appendix C)

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5. Given business transactions using various source documents dealing with cash receipts in class, students will be able to process the source documents with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Processing cash received	1. Discuss the proper procedures of processing various source documents dealing with cash receipts.
	2. Complete workbook and/or textbook activities dealing with cash receipts.
	3. Discuss orally accuracy of answers in the preceding activity.

6. Given a cash receipts journal, students will be able to record the transactions during class.

Subject Matter Content	Learning Activities
Recording cash received	1. View transparencies that will enhance the understanding of recording transactions in a cash receipts journal. 2. View on overhead projector various sample transactions in the journal indicating where each amount should be placed. 3. Complete workbook and/or textbook activities dealing with cash receipts journals. 4. Discuss orally accuracy of answers in the preceding activity.

7. In a class discussion students will be able to describe the methods in which payments can be made.

Subject Matter Content	Learning Activities
Making cash payments	1. Discuss the methods in which payments can be made. 2. Visit a local business and view the methods of cash payments used. 3. Discuss the findings of the visitation. 4. Complete textbook and/or workbook activities concerning methods of payment.

8. In class students will be able to prepare invoices, voucher checks, and credit memorandums with 100 percent accuracy.

Subject Matter Content

Cash Payments
Handling forms
  invoices
  voucher checks
  credit memorandums

Learning Activities

1. Collect samples of invoices, voucher checks, and credit memorandums.
2. Discuss what information is recorded on an invoice, a voucher check, and a credit memorandum.
3. View transparencies of sample invoices, voucher checks, and credit memorandums being completed.
4. Prepare invoices, voucher checks, and credit memorandums using workbook and/or textbook activities.
5. Exchange forms prepared in the previous activity and check for accuracy.

9. On a written test, students will be able to calculate cash discounts with at least 75 percent accuracy when given invoice dates and credit terms.

Subject Matter Content

Cash Payments
  cash discounts

Learning Activities

1. Discuss important aspects of cash discounts.
2. View transparencies of how to calculate cash discounts.
3. View problems on the board on how to calculate cash discounts.
4. Complete and check workbook and/or textbook activities on calculating cash discounts.

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10. Given business transactions using various source documents dealing with cash payments in class, students will be able to process the source documents with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Cash Payments Processing	1. Discuss the processing of source documents dealing with cash payments. 2. From a dictated list of given transactions dealing with the various source documents, write the source document to be used. 3. Discuss the answers given in the preceding activity. 4. Practice processing source documents using workbook and/or textbook exercises. 5. Check previous exercises orally.

---

11. Given a cash payments journal, students will be able to record the transactions during class.

Subject Matter Content	Learning Activities
Cash Payments Recording	1. View audio-visual aids associated with a cash payments journal. 2. View a transparency of a sample problem dealing with the cash payments journal. 3. Complete and check workbook and/or textbook activities on the cash payments journal.

12. In class students will be able to identify other kinds of cash receipts and cash payments.

Subject Matter Content

Cash Receipts
Cash Payments

Learning Activities

1. Discuss various other kinds of cash receipts and cash payments.
2. Collect samples of the various types of forms.
3. Prepare a poster using the collected samples in the preceding activity.

13. In class students will be able to follow the necessary steps for processing cash payments, cash receipts, and proving cash with 100 percent accuracy.

Subject Matter Content

Cash Receipts
Cash Payments
Cash Proof

Learning Activities

1. View an audiovisual aid of a completed cash receipts journal and observe pencil footing.
2. Complete workbook and/or textbook activities associated with pencil footing of the cash receipts journal.
3. View transparencies of completed problems in the preceding activity.
4. Complete workbook and/or textbook activities associated with pencil footing of the cash payments journal.
5. Check previous activities.
6. Copy from the board the formula for proving cash.
7. Work problems dealing with proving cash in workbook and/or textbook.

8. Complete a practice simulation set involving the processing of cash payments, cash receipts, and proving cash.

9. Follow the necessary steps for processing cash payments, cash receipts, and proving cash using a microcomputer-prepared package.

---

14. On a written test students will be able to define the term "petty cash" with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Petty Cash	1. Review definition of petty cash in vocabulary notebook.
	2. Discuss the importance of a petty cash fund.
	3. List the steps in preparing a petty cash fund.

---

15. Given a business problem in class dealing with petty cash vouchers, students will be able to record them in the petty cash book with 100 percent accuracy.

Subject Matter Content	Learning Activities
Petty Cash Preparing vouchers	1. Discuss how to prepare petty cash vouchers.
	2. Complete petty cash vouchers in workbook and/or textbook.
	3. View petty cash book transparency.
	4. Record previous petty cash vouchers completed in previous activity in a petty cash book.

16. In class students will be able to prepare a petty cash summary to replenish the fund using the previously recorded petty cash vouchers with 100 percent accuracy.

Subject Matter Content	Learning Activities
Petty Cash replenishing	1. Review the terms "replenish" and "petty cash summary." 2. Discuss the steps used in preparing a petty cash summary. 3. View an overhead transparency of a prepared petty cash summary and observe its completion. 4. Prepare a petty cash summary using the previously recorded petty cash vouchers in the workbook and/or textbook. 5. Check accuracy of completed petty cash summary from preceding activity.

17. Given a list of petty cash classifications in class, students will be able to classify petty cash payments by kinds of expenses with 75 percent accuracy.

Subject Matter Content	Learning Activities
Petty Cash recording	1. From a dictated list of petty cash payments, classify on paper the kind of expense. 2. Exchange papers completed in preceding activity and check responses. 3. Complete an activity sheet classifying petty cash payments by kind of expense. (Appendix D)

APPENDIX A

WORD SEARCH

G	E	A	L	V	I	N	G	P	B	U	A	R	I	S	D	V	S	F	R	A	N	T	L	B	P	E	T	T	Y
A	E	L	T	A	R	E	P	L	E	N	I	S	H	S	A	P	A	G	E	W	P	K	I	M	C	N	N	R	O
M	N	Y	P	J	M	I	T	J	A	T	M	I	E	B	R	D	A	Y	A	G	E	S	J	L	L	I	S	I	M
R	T	O	T	B	I	N	J	A	Q	R	T	Y	O	U	N	G	S	T	S	W	N	N	W	U	R	Z	L	W	O
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A	J	S	T	P	T	A	S	T	I	L	P	I	E	I	K	K	L	S	M	S	C	T	B	E	W	Q	D	A	D
D	A	I	T	S	T	W	R	T	G	G	R	G	L	O	R	S	T	T	S	L	T	A	F	T	S	L	T	J	A
S	K	I	D	S	L	T	L	T	A	S	Z	C	Q	J	T	K	A	N	T	R	A	L	T	J	C	N	A	T	T
M	M	O	R	S	M	K	E	G	V	N	I	G	U	T	R	A	P	Z	Z	A	T	H	U	A	G	D	D	Y	J
S	U	M	T	I	O	J	M	S	E	B	A	N	R	Y	E	D	A	F	K	K	L	A	L	I	A	L	E	C	A
S	T	U	T	I	L	D	I	E	D	A	R	L	O	P	S	T	K	N	L	E	E	R	S	T	I	M	E	A	T

account
advertising
cash
classify
delivery

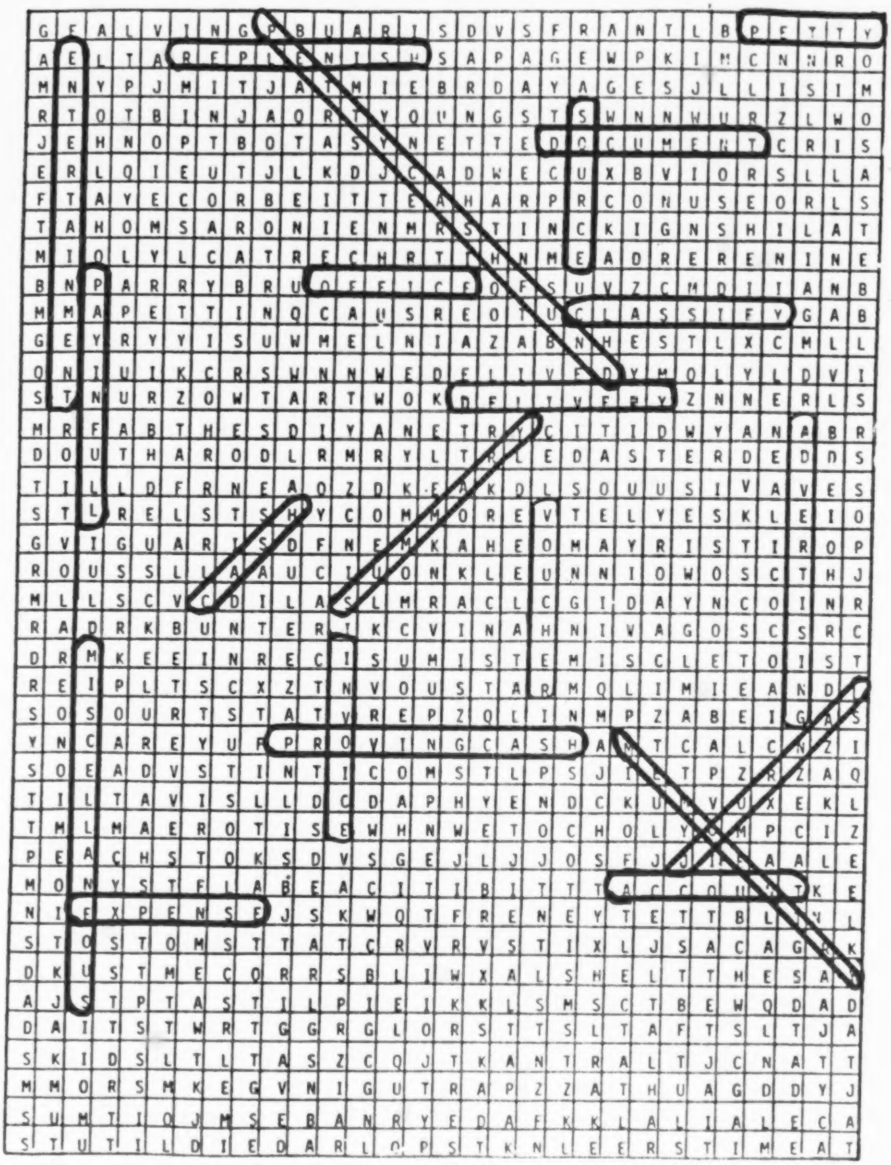
entertainment
expense
invoice
journal
memo entry

miscellaneous
office
pay in full
petty
petty cash fund

proving cash
replenish
source document
summary
voucher

APPENDIX A

ANSWER KEY



G	E	A	L	V	I	N	G	P	B	U	A	R	I	S	D	V	S	F	R	A	N	T	L	B	P	E	T	T	Y
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E	R	L	Q	I	E	U	T	J	L	K	D	J	C	A	D	W	E	C	U	X	B	V	I	O	R	S	L	L	A
F	T	A	Y	E	C	O	R	B	E	I	T	T	E	A	H	A	R	P	R	C	O	N	U	S	E	O	R	L	S
T	A	H	O	M	S	A	R	O	N	I	E	N	M	R	S	T	I	N	C	K	I	G	N	S	H	I	L	A	T
M	I	O	L	Y	L	C	A	T	R	E	C	H	R	T	T	H	N	M	E	A	D	R	E	R	E	N	I	N	E
B	N	P	A	R	R	Y	B	R	U	O	F	F	I	C	E	O	F	S	U	V	Z	C	M	D	I	I	A	N	B
M	M	A	P	E	T	T	I	N	Q	C	A	U	S	R	E	O	T	U	C	L	A	S	S	I	F	Y	G	A	B
G	E	Y	R	Y	Y	I	S	U	W	M	E	L	N	I	A	Z	A	B	N	H	E	S	T	L	X	C	M	L	L
O	N	I	U	I	K	C	R	S	W	N	N	W	E	D	E	L	I	V	E	D	Y	M	O	L	Y	L	D	V	I
S	T	N	U	R	Z	O	W	T	A	R	T	W	O	K	D	E	L	I	V	E	R	Y	Z	N	N	E	R	L	S
M	R	F	A	B	T	H	E	S	D	I	Y	A	N	E	T	R	Y	C	I	T	I	D	W	Y	A	N	A	B	R
D	O	U	T	H	A	R	O	D	L	R	M	R	Y	L	T	R	L	E	D	A	S	T	E	R	D	E	D	D	S
T	I	L	L	D	F	R	N	E	A	O	Z	D	K	E	A	K	D	L	S	O	U	U	S	I	V	A	V	E	S
S	T	L	R	E	L	S	T	S	H	Y	C	O	M	M	O	R	E	V	T	E	L	Y	E	S	K	L	E	I	O
G	V	I	G	U	A	R	I	S	D	F	N	E	M	K	A	H	E	O	M	A	Y	R	I	S	T	I	R	O	P
R	O	U	S	S	L	L	A	A	U	C	I	U	O	N	K	L	E	U	N	N	I	O	W	O	S	C	T	H	J
M	L	L	S	C	V	C	D	I	L	A	S	L	M	R	A	C	L	C	G	I	D	A	Y	N	C	O	I	N	R
R	A	D	R	K	B	U	N	T	E	R	I	K	C	V	I	N	A	H	N	I	V	A	G	O	S	C	S	R	C
D	R	M	K	E	E	I	N	R	E	C	I	S	U	M	I	S	T	E	M	I	S	C	L	E	T	O	I	S	T
R	E	I	P	L	T	S	C	X	Z	T	N	V	O	U	S	T	A	R	M	Q	L	I	M	I	E	A	N	D	[illegible]
S	O	S	O	U	R	T	S	T	A	T	V	R	E	P	Z	Q	L	I	N	M	P	Z	A	B	E	I	G	A	S
Y	N	C	A	R	E	Y	U	P	P	R	O	V	I	N	G	C	A	S	H	A	M	T	C	A	L	C	N	Z	I
S	O	E	A	D	V	S	T	I	N	T	I	C	O	M	S	T	L	P	S	J	I	E	T	P	Z	R	Z	A	Q
T	I	L	T	A	V	I	S	L	L	D	C	D	A	P	H	Y	E	N	D	C	K	U	[illegible]	V	U	X	E	K	L
T	M	L	M	A	E	R	O	T	I	S	E	W	H	N	W	E	T	O	C	H	O	L	Y	O	M	P	C	I	Z
P	E	A	C	H	S	T	O	K	S	D	V	S	G	E	J	L	J	J	O	S	F	J	J	I	[illegible]	A	A	L	E
M	O	N	Y	S	T	F	L	A	B	E	A	C	I	T	I	B	I	T	T	T	A	C	C	O	U	N	T	K	E
N	I	E	X	P	E	N	S	E	J	S	K	W	Q	T	F	R	E	N	E	Y	T	E	T	T	B	L	[illegible]	N	L
S	T	O	S	T	O	M	S	T	T	A	T	C	R	V	R	V	S	T	I	X	L	J	S	A	C	A	G	[illegible]	K
D	K	U	S	T	M	E	C	O	R	R	S	B	L	I	W	X	A	L	S	H	E	L	T	T	H	E	S	A	[illegible]
A	J	S	T	P	T	A	S	T	I	L	P	I	E	I	K	K	L	S	M	S	C	T	B	E	W	Q	D	A	D
D	A	I	T	S	T	W	R	T	G	G	R	G	L	O	R	S	T	T	S	L	T	A	F	T	S	L	T	J	A
S	K	I	D	S	L	T	L	T	A	S	Z	C	Q	J	T	K	A	N	T	R	A	L	T	J	C	N	A	T	T
M	M	O	R	S	M	K	E	G	V	N	I	G	U	T	R	A	P	Z	Z	A	T	H	U	A	G	D	D	Y	J
S	U	M	T	I	O	J	M	S	E	B	A	N	R	Y	E	D	A	F	K	K	L	A	L	I	A	L	E	C	A
S	T	U	T	I	L	D	I	E	D	A	R	L	O	P	S	T	K	N	L	E	E	R	S	T	I	M	E	A	T

APPENDIX B

VOCABULARY - BUSINESS CASH RECORDS

advertising expense
cash payments journal
cash payments summary
cash receipts journal
cash receipts summary
classify
delivery expense
denomination
deposit slip
entertainment expense
expense
hard copy
invoice
maintenance expense
memorandum entry
miscellaneous expense
office expense
pay in full
pay on account
petty cash
petty cash book
petty cash fund
petty cash summary
petty cash voucher
proving cash
receipt
replenish
source document
unpaid invoice file

APPENDIX C

WORKSHEET No. 1

PROVING CASH

Directions: Prepare a proof of cash form for each problem. Use forms provided.

PROBLEM I--Use June 23, 19-- for date. Your cash register, Register #10, contained the following items:

		CHECKS	COUPONS AND PAID-OUT SLIPS
18--Quarters	23--$20 bills	$11.50	$ .75
30--Dimes	20--$10 bills	$32.00	$1.00
20--Nickels	42--$ 5 bills		$ .25

You started the day with a $50 change fund. The total cash sales amount on the register tape was $874.

PROBLEM II--Use July 6, 19-- for date. Your cash register, Register #22, contained the following items:

		CHECKS	COUPONS AND PAID-OUT SLIPS
12--Quarters	16--$20 bills	$10.00	$5.10
21--Dimes	30--$ 5 bills	$ 5.00	
5--Nickels	197--$ 1 bills	$10.00	
10--Pennies			

You started the day with a $70 change fund. The total cash sales amount on the register tape was $632.

PROBLEM III--Use August 10, 19-- for date. Your cash register, Register #6, contained the following items:

		CHECKS	COUPONS AND PAID-OUT SLIPS
3--Half Dollars	50--$10 bills	$25.00	$9.60
20--Quarters	40--$ 5 bills	$20.00	
18--Nickels	370--$ 1 bills	$100.00	
50--Pennies			

You started the day with a $100 change fund. The total cash sales amount on the register tape was $1,135.

CASH REGISTER

PROOF OF CASH FORM

Prepared by____________________ Date___________ Register No.__________

CASH COUNT IN REGISTER

Quantity	Denomination	Amount
	$20 bills	
	$10 bills	
	$ 5 bills	
	$ 1 bills	
	Half Dollars	
	Quarters	
	Dimes	
	Nickels	
	Pennies	

Total Cash in Register ____________________
Checks ____________________
Coupons and Paid-Out Slips ____________________
Total Cash Accounted For ____________________

PROOF OF TOTAL

Total Cash Accounted For ____________________
Starting Change Fund ____________________
Total Cash Received ____________________
Tape Register Receipts ____________________

Cash Proved ____________________
Cash Short ____________________
Cash Over ____________________

APPENDIX C

PROBLEM 1

ANSWER KEY

Prepared by ____________________ Date ____________ Register No. 10

CASH COUNT IN REGISTER

Quantity	Denomination	Amount
23	$20 bills	$460.00
20	$10 bills	$200.00
42	$ 5 bills	$210.00
	$ 1 bills	
	Half Dollars	
18	Quarters	$ 4.50
30	Dimes	$ 3.00
20	Nickels	$ 1.00
	Pennies	

Total Cash in Register	$878.50
Checks	$ 43.50
Coupons and Paid-Out Slips	$ 2.00
Total Cash Accounted For	$924.00

PROOF OF TOTAL

Total Cash Accounted For	$924.00
Starting Change Fund	$ 50.00
Total Cash Received	$874.00
Tape Register Receipts	$874.00

Cash Proved	—
Cash Short	
Cash Over	

APPENDIX C

PROBLEM II

ANSWER KEY

Prepared by____________________Date____________Register No. 22

CASH COUNT IN REGISTER

Quantity	Denomination	Amount
16	$20 bills	$320.00
	$10 bills	
30	$ 5 bills	$150.00
197	$ 1 bills	$197.00
	Half Dollars	
12	Quarters	$ 3.00
21	Dimes	$ 2.10
5	Nickels	$ .25
10	Pennies	$ .10

Total Cash in Register	$672.45
Checks	$ 25.00
Coupons and Paid-Out Slips	$ 5.10
Total Cash Accounted For	$702.55

PROOF OF TOTAL

Total Cash Accounted For	$702.55
Starting Change Fund	$ 70.00
Total Cash Received	$632.55
Tape Register Receipts	$632.00
Cash Proved	
Cash Short	
Cash Over	$ .55

APPENDIX C

PROBLEM III

ANSWER KEY

Prepared by____________________ Date____________ Register No. 6

CASH COUNT IN REGISTER

Quantity	Denomination	Amount
	$20 bills	
50	$10 bills	$500.00
40	$ 5 bills	$200.00
370	$ 1 bills	$370.00
3	Half Dollars	$ 1.50
20	Quarters	$ 5.00
	Dimes	
18	Nickels	$ .90
50	Pennies	$ .50

Total Cash in Register	$1,077.90
Checks	$ 145.00
Coupons and Paid-Out Slips	$ 9.60
Total Cash Accounted For	$1,232.50

PROOF OF TOTAL

Total Cash Accounted For	$1,232.50
Starting Change Fund	$ 100.00
Total Cash Received	$1,132.50
Tape Register Receipts	$1,135.00
Cash Proved	
Cash Short	$ 2.50
Cash Over	

APPENDIX D

ACTIVITY SHEET - EXPENSE CLASSIFICATIONS

Directions: Determine under which expense the following petty cash payments should be classified: A=advertising, D=delivery, E=entertainment, M=maintenance, O=office, X=miscellaneous. Write the letter of your choice in the space provided. (See attached explanations.)

_____a. Fixed flat tire on car

_____b. Book of stamps

_____c. Advertised in local newspaper

_____d. Flowers for office

_____e. Cups for coffee

_____f. Legal file folders

_____g. Office envelopes

_____h. Hammond's Delivery Service

_____i. Donation to Boy Scouts

_____j. Bought client's dinner

_____k. Paint for office

_____l. Key chains with engraved company name to be distributed

_____m. Ribbons for typewriters

_____n. Preprinted posters

_____o. Messenger service

APPENDIX D-1

EXPENSE CLASSIFICATIONS

Advertising Expense	Money paid for advertising
Delivery Expense	Payments incurred making deliveries or delivery service charges
Entertainment Expense	Costs of dining clients or prospective customers
Maintenance Expense	Payment for the upkeep or repair of the building or equipment
Miscellaneous Expense	Payments which do not occur very often and do not fall into the other classifications
Office Expense	Payments necessary for running the office efficiently

APPENDIX D

ANSWER KEY

Directions: Determine under which expense the following petty cash payments should be classified: A=advertising, D=delivery, E=entertainment, M=maintenance, O=office, X=miscellaneous. Write the letter of your choice in the space provided. (See attached explanations.)

M a. Fixed flat tire on car

O b. Book of stamps

A c. Advertised in local newspaper

O d. Flowers for office

X e. Cups for coffee

O f. Legal file folders

O g. Office envelopes

D h. Hammond's Delivery Service

X i. Donation to Boy Scouts

E j. Bought client's dinner

O k. Paint for office

A l. Key chains with engraved company name to be distributed

O m. Ribbons for typewriters

A n. Preprinted posters

D o. Messenger service

UNIT TEST

BUSINESS CASH RECORDS

I. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement and write the letter that represents your answer in the space next to each statement.

Column A

_____ 1. The original form used in recording a transaction.

_____ 2. A journal used to record all cash paid out during a period of time.

_____ 3. The verification of cash.

_____ 4. To reimburse the petty cash fund.

_____ 5. A journal used to record all payments received during a period of time.

_____ 6. A form used to record all money received during a day.

_____ 7. To pay the total amount owed.

_____ 8. To pay only a portion of the amount owed.

_____ 9. Proof that money was paid out of the petty cash fund.

_____10. Summarizes information other than a business transaction.

_____11. A record of all petty cash vouchers written.

_____12. A report that shows the kinds and amounts of expenses paid out of petty cash.

_____13. Cash on hand needed by businesses for small payments.

Column B

A. Cash payments journal
B. Cash receipts journal
C. Deposit slip
D. Memorandum entry
E. Pay in full
F. Pay on account
G. Petty cash book
H. Petty cash fund
I. Petty cash summary
J. Petty cash voucher
K. Proving cash
L. Replenish
M. Source document

II. LISTING

Directions: List the three kinds of cash receipts.

a. ______________________________

b. ______________________________

c. ______________________________

III. CASH PROOF

Directions: Prepare a proof of cash form for Register 10 on March of the current year.

Problem: You work for the BKK Book Store in Hackisaw, Louisiana. You started the day with $50 change fund. At the end of the day, your cash drawer contained the following items:

27 pennies
15 nickels
21 dimes
6 quarters

189 $ 1 bills
27 $ 5 bills
19 $10 bills
17 $20 bills

Checks:
$ 9.50
$13.65
$18.00

Coupons and paid-out slips:
$3.23

The total cash sales amount on the detailed tape of the cash register was $853.

IV. CASH DISCOUNTS

Directions: Calculate cash discounts for the following invoices using the dates and credit terms given.

1. Invoice 1025: Invoice amount, $425.00
   Invoice date, March 3
   Date invoice paid, March 9
   Terms, 2/10, n/30

   ____

2. Invoice 1126: Invoice amount, $675.50
   Invoice date, April 2
   Date invoice paid, April 15
   Terms, 2/10, n/30

   ____

3. Invoice 1175: Invoice amount, $1135.00
Invoice date, November 29
Date invoice paid, December 9
Terms, 1/10, n/30

____

V. Directions: Define the term "petty cash."

____

____

____

UNIT TEST continued

Prepared by ____________________ Date ____________ Register No. ________

CASH COUNT IN REGISTER

Quantity	Denomination	Amount
	$20 bills	
	$10 bills	
	$ 5 bills	
	$ 1 bills	
	Half Dollars	
	Quarters	
	Dimes	
	Nickels	
	Pennies	

Total Cash in Register ____________
Checks ____________
Coupons and Paid-Out Slips ____________
Total Cash Accounted For ____________

PROOF OF TOTAL

Total Cash Accounted For ____________
Starting Change Fund ____________
Total Cash Received ____________
Tape Register Receipts ____________

Cash Proved ____________
Cash Short ____________
Cash Over ____________

UNIT TEST

ANSWER KEY

I. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement and write the letter that represents your answer in the space next to each statement.

Column A

M 1. The original form used in recording a transaction.

A 2. A journal used to record all cash paid out during a period of time.

K 3. The verification of cash.

L 4. To reimburse the petty cash fund.

B 5. A journal used to record all payments received during a period of time.

C 6. A form used to record all money received during a day.

E 7. To pay the total amount owed.

F 8. To pay only a portion of the amount owed.

J 9. Proof that money was paid out of the petty cash fund.

D 10. Summarizes information other than a business transaction.

G 11. A record of all petty cash vouchers written.

I 12. A report that shows the kinds and amounts of expenses paid out of petty cash.

H 13. Cash on hand needed by businesses for small payments.

Column B

A. Cash payments journal
B. Cash receipts journal
C. Deposit slip
D. Memorandum entry
E. Pay in full
F. Pay on account
G. Petty cash book
H. Petty cash fund
I. Petty cash summary
J. Petty cash voucher
K. Proving cash
L. Replenish
M. Source document

II. LISTING

Directions: List the three kinds of cash receipts.

a. Cash

b. Personal and Business Checks

c. Credit Cards

III. CASH PROOF

Directions: Prepare a proof of cash form for Register 10 on March 6 of the current year.

Problem: You work for the BKK Book Store in Hackisaw, Louisiana. You started the day with $50 change fund. At the end of the day, your cash drawer contained the following items:

27 pennies	189 $ 1 bills	Checks:	Coupons and paid-out slips:
15 nickels	27 $ 5 bills	$ 9.50	$3.23
21 dimes	19 $10 bills	$13.65	
6 quarters	17 $20 bills	$18.00	

The total cash sales amount on the detailed tape of the cash register was $853.

IV. CASH DISCOUNTS

Directions: Calculate cash discounts for the following invoices using the dates and credit terms given.

1. Invoice 1025: Invoice amount, $425.00
Invoice date, March 3
Date invoice paid, March 9
Terms, 2/10, n/30

$8.50

2. Invoice 1126: Invoice amount, $675.50
Invoice date, April 2
Date invoice paid, April 15
Terms, 2/10, n/30

0

3. Invoice 1175: Invoice amount, $1135.00
Invoice date, November 29
Date invoice paid, December 9
Terms, 1/10, n/30

$11.35

V. Directions: Define the term "petty cash."

Cash kept on hand by a business to make small payments to avoid issuing checks.

UNIT TEST continued

Prepared by ____________ Date March 6 Register No. 10

CASH COUNT IN REGISTER

Quantity	Denomination	Amount
17	$20 bills	$340.00
19	$10 bills	$190.00
27	$ 5 bills	$135.00
189	$ 1 bills	$189.00
	Half Dollars	
6	Quarters	$ 1.50
21	Dimes	$ 2.10
15	Nickels	$ .75
27	Pennies	$ .27

Total Cash in Register	$858.62
Checks	$ 41.15
Coupons and Paid-Out Slips	$ 3.23
Total Cash Accounted For	$903.00

PROOF OF TOTAL

Total Cash Accounted For	$903.00
Starting Change Fund	$ 50.00
Total Cash Received	$853.00
Tape Register Receipts	$853.00

Cash Proved	—
Cash Short	
Cash Over	

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Activity sheets
- Class participation
- Poster projects
- Practice set
- Software project
- Unit test
- Vocabulary notebook
- Workbook/textbook exercises

EQUIPMENT AND SUPPLIES

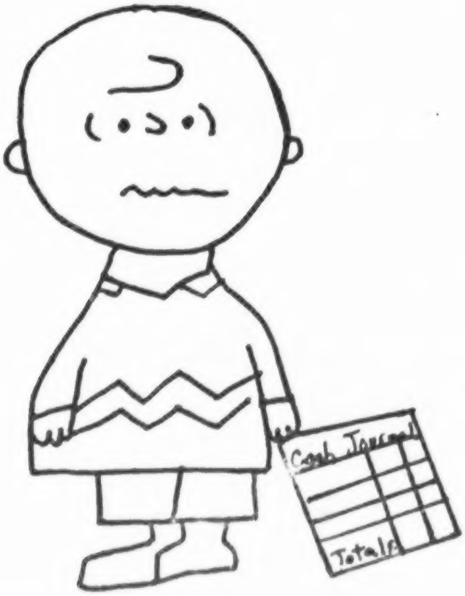
Student

Textbook/Workbook
Notebook
Poster Paper/Supplies
Simulation Set
Microcomputers
Calculators

Teacher

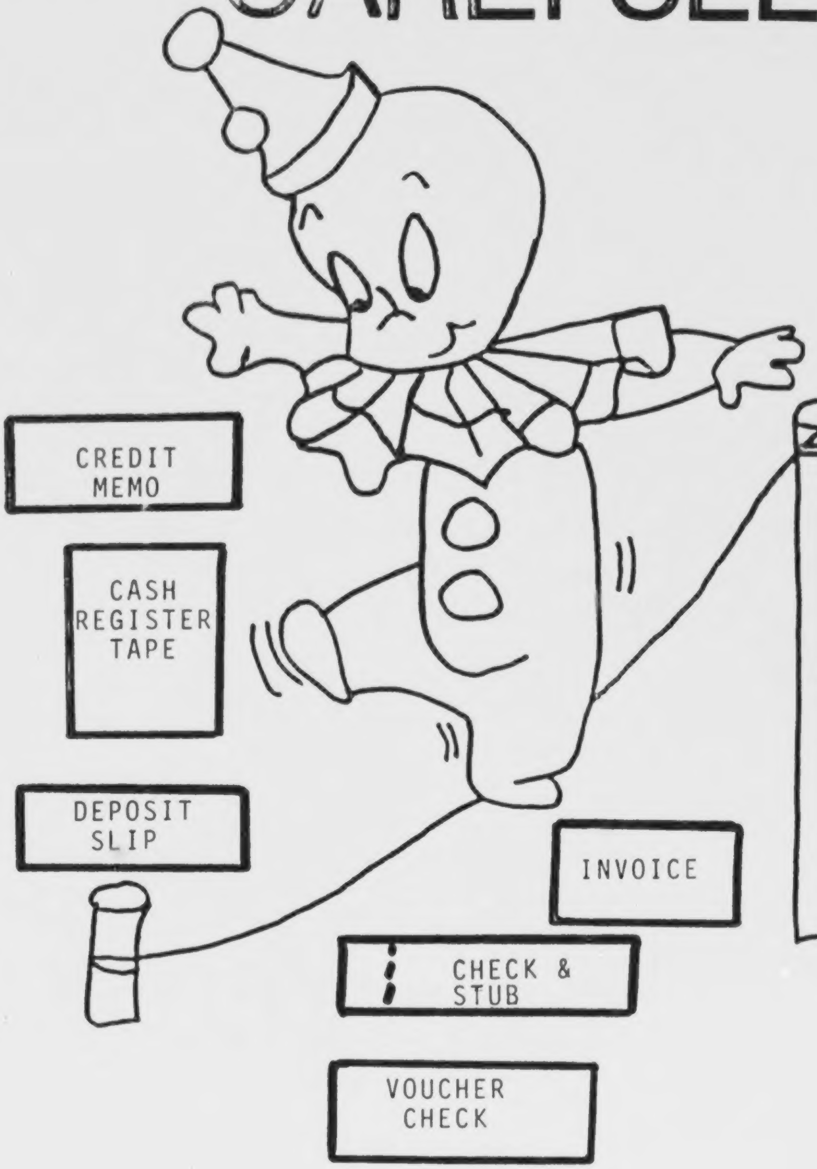
Textbook and Manual
Overhead Projector
Transparencies
Bulletin Board Supplies
Periodicals
Software Packages/Manuals
Handout Material
Activity Sheets
Wall Charts
Samples of Various Forms

GOOD GRIEF !!


Cash Journal
Totals

I FORGOT TO PROVE
MY CASH

BALANCE YOUR CASH RECORDS CAREFULLY


CREDIT MEMO
CASH REGISTER TAPE
DEPOSIT SLIP
INVOICE
CHECK & STUB
VOUCHER CHECK

SUPPLEMENTARY MATERIALS

Periodicals

Business Education World
McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

Business Exchange
Houghton Mifflin Company
1 Beacon Street
Boston, MA 02108

Century 21 Reporter
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Office, The
Office Publication, Inc.
1600 Summer Street
Stamford, CT 06904

Office Administration and Automation
Geyer-McAllister Publication, Inc.
51 Madison Avenue
New York, NY 10010

Software News
P. O. Box 542
Winchester, MA 01890

T. H. E. Journal
Circulation Department
P. O. Box 364
Arlington, MA 02174

Today's Office
Hearst Business Communications, Inc.
645 Stewart Avenue
Garden City, NY 11530

Simulations

Cotton, Joseph L., Judith Lima, and Donald Koeppen. Houston House: A Job-Training/Office Simulation Approach to Recordkeeping.
McGraw-Hill Book Company
S1
Hightstown/Princeton Road
Hightstown, NJ 08520

NOTE: Also available with orientation sound filmstrip and cassette.

Hadley, Charles, and Robert Thistlewhaite. Payroll Recordkeeping, 7th ed., 1981.
McGraw-Hill Book Company
S1
Hightstown/Princeton Road
Hightstown, NJ 08520

Fritz, Noble. Service Station Recordkeeping, 1982.
McGraw-Hill Book Company
S1
Hightstown/Princeton Road
Hightstown, NJ 08520

Fritz, Noble, and Richard H. Wirth. Supersonic Sounds, A Business Recordkeeping Practice Set, 3rd ed., 1981.
McGraw-Hill Book Company
S1
Hightstown/Princeton Road
Hightstown, NJ 08520

Software

Accounting Applications for the Microcomputer
Learning Arts
P. O. Box 179
Wichita, KA 67201

Computerized Billing Clerk, The
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Home Accountant by Continental Software, The
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Microcomputer Activities for the Office
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Microcomputer Activities for Recordkeeping
Houghton Mifflin Company
1 Beacon Street
Boston, MA 02108

Microcomputer Activities for Recordkeeping: Computerized Payroll Procedures
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Small Business Invoicing (Index Card)
Computronics
50 N. Pascack
Spring Valley, NY 10977

Summit Enterprises (A Recordkeeping Simulation)
Houghton Mifflin Company
1 Beacon Street
Boston, MA 02108

Textbooks

Clerical Recordkeeping
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

General Recordkeeping
McGraw-Hill Book Company
S1
Hightstown/Princeton Road
Hightstown, NY 08520

Recordkeeping: The Total Concept
Houghton Mifflin Company
1 Beacon Street
Boston, MA 02108

RESOURCES

Allen, Warren W. Microcomputer Activities for Recordkeeping: Computerized Payroll Procedures. Cincinnati: South-Western Publishing Co., 1982.

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis. Practical Record Keeping. 5th ed. Cincinnati: South-Western Publishing Co., 1981.

Birrer, Eddy. "Accounting for Nonaccountants." Journal of Business Education, 57 (December, 1981), pp. 92-94.

Computerized Billing Clerk, The. Cincinnati: South-Western Publishing Company, 1984.

Cotton, Joseph L., Judith Lima, and Donald Koeppen. Houston House: A Job-Training/Office Simulation Approach to Recordkeeping. New York: Gregg/McGraw-Hill Book Company, 1984.

Fritz, Noble. Service Station Recordkeeping: New York: Gregg/McGraw-Hill Book Company, 1981.

Huffman, Harry, and Jeffrey R. Stewart. General Recordkeeping. 8th ed. New York: Gregg/McGraw-Hill Book Company, 1981.

Lasselle, Richard C. Recordkeeping: The Total Concept. Boston: Houghton Mifflin Company, 1982.

Sink, Clay V., and Louis A. D'Abrosca. "Teaching Cash Concepts in the Accounting Class." Business Education Forum, 37 (May, 1983), pp. 19-21.

TRS-80 Educational Software Sourcebook. Cat. No. 26-2764, 2nd ed., Radio Shack, 1985.

Wood, Merle. The Davis Family: A Personal Recordkeeping Practice Set. 2nd ed. New York: Gregg/McGraw-Hill Book Company, 1982.

UNIT VI

BUSINESS MERCHANDISING RECORDS

INTRODUCTION

Retail stores may use sales slips, cash registers, and/or computers to record cash receipts. However, all retail stores have at least two things in common: they buy merchandise to sell to the consumer, and they must have enough merchandise on hand to satisfy the needs and wants of their customers.

The purpose of this unit is to familiarize students with business merchandising forms and records and to provide practice in using them.

COMPETENCIES

1. Become familiar with the basic information contained on all sales slips and purchase orders.
2. Develop skill in the processing of the data contained on sales slips and purchase invoices.
3. Understand inventory maintenance records.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Understand and discuss the vocabulary of invoices and inventory.
2. Develop an understanding of the effect of sales slips and purchase invoices on the merchandise inventory.
3. Understand and discuss the effect of records of sales and purchases upon business managerial decisions.
4. Identify methods of determining inventory.
5. Build and improve the basic skills of mathematics in recordkeeping activities.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, when given a list of terms and definitions related to sales slips, purchase invoices, and inventory, students will be able to match the terms with the definitions with at least 75 percent accuracy.

2. In class students will be able to work mathematical problems related to sales, purchases, and inventory with at least 75 percent accuracy.

3. In class, when given a list of information concerning sales made to customers, students will be able to prepare sales slips with 100 percent accuracy.

4. In class, when given information on cash received from customers, students will be able to prepare receipts to give to customers and complete records of total daily cash collections with 100 percent accuracy.

5. When given problems on a written test, students will be able to compute the amount of sales taxes to add to the amount of the sales with at least 75 percent accuracy.

6. In class students will be able to compare and contrast the sales slip and the purchase invoice.

7. On a written test students will be able to design an original sales slip that could be used in a merchandising business of their choice.

8. In class students will be able to journalize and post transactions taken from sales slips and purchase invoices with at least 90 percent accuracy.

9. In class students will be able to prepare a statement of account, a schedule of accounts receivable, and a schedule of accounts payable with at least 75 percent accuracy.

10. On a written test when given statements related to cash sales and sales on account, students will be able to identify whether the statements are true or false with at least 75 percent accuracy.

11. In class, when given purchase invoices, students will be able to determine the due date of payment and calculate the amount of discount and total payment due the creditor with at least 75 percent accuracy.

12. On a written test students will be able to discuss the importance of an accurate inventory and the decisions that are made based upon this inventory with at least 75 percent accuracy.

13. In class students will be able to explain the differences among types of inventory.

14. In class students will be able to discuss how the computer can be used to process data generated by sales and purchases and discuss the resulting effect upon the merchandise inventory of a business.

15. In class students will be able to discuss how the computer can be used to control inventory.

METHODOLOGY

The purpose of this unit is to familiarize students with the use of business merchandising forms and records.

Students will be provided with activities using the forms and records of merchandising businesses. Incorporated into the teacher's lectures will be field trips, visual aids, guest speakers, periodicals, workbooks, simulations, and class notebooks.

SUGGESTED INTEREST APPROACHES

1. Invite the owner or manager of a local business to speak on the decisions he/she has to make when reviewing inventory reports.
2. Have students prepare posters and bulletin boards to show the comparison of the sales slip and the purchase invoice.
3. Plan a tour of a business that uses an optical scanner in inventory control.
4. View audiovisual aids associated with the unit.
5. Display a collection of various sales slips, purchase invoices, stock cards, manually prepared inventory lists, and computer-prepared inventory list.
6. Use pre-programmed software designed for recording sales and purchases and/or inventory control.

UNIT OUTLINE

BUSINESS MERCHANDISING RECORDS

I. Sales

   A. Vocabulary preview
   B. Math computation as related to sales
   C. Cash sales
      1. sales slips
      2. cash register
      3. cash register reports
      4. computerized sales records

D. Sales on account
  1. sales slip due date
  2. sales journal
  3. ledger
  4. accounts receivable
  5. T-account
  6. schedule of accounts receivable
  7. credit memorandum
  8. statement of account
  9. computerized accounts receivable
E. Sales taxes
F. Shipping charges

II. Purchases

A. Vocabulary preview
B. Math computation as related to purchases
C. Cash purchases
D. Purchases on account
  1. purchase invoice, due date
  2. purchases journal
  3. ledger
  4. accounts payable
  5. debit memorandum
  6. schedule of accounts payable
  7. computerized accounts payable

III. Inventory Records

A. Vocabulary preview
B. Math computation as related to inventory
C. Stock cards
D. Purchase requisition
E. In-store inventory
F. Stock receipts
G. Purchases journal
H. Kinds of inventory
  1. perpetual
  2. periodic
  3. physical
I. Electronic inventory control

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

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1. On a written test, when given a list of terms and definitions related to sales slips, purchase invoices, and inventory, students will be able to match the terms with the definitions with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Vocabulary	1. View transparencies of a completed sales slip, a purchase invoice, and a prepared inventory sheet to illustrate terms used for information found on these forms.
	2. Complete a word find puzzle containing words related to sales, purchases, and inventory. (Appendix A)
	3. Prepare a crossword puzzle using the vocabulary of merchandising forms and records to exchange with other students. (Appendix B)
	4. Enter in class notebook the terms and definitions for this unit.
	5. Complete textbook and/or workbook exercises on vocabulary of sales, purchases, and inventory.
	6. Complete a word scramble puzzle. (Appendix C)

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2. In class students will be able to work mathematical problems related to sales, purchases, and inventory with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Math computations Sales Purchases Inventory records	1. View transparencies that illustrate the math computations necessary to complete a sales slip, a purchases invoice, and an inventory record.

2. Prepare note cards with problems related to sales, purchases, and inventory.

3. Work in small groups and complete the problems prepared in Activity 2.

4. Select a textbook or workbook problem to be worked and explained on the chalkboard. (Offer points for correct answers.)

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3. In class, when given a list of information concerning sales made to customers, students will be able to prepare sales slips with 100 percent accuracy.

Subject Matter Content	Learning Activities
Cash sales sales slips	1. Discuss the information that would be important to include on sales slips. 2. View a transparency of a blank sales slip to illustrate the preparation of a sales slip from sales information. 3. Complete a sales slip from information provided by the teacher.

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4. In class, when given information on cash received from customers, students will be able to prepare receipts to give to customers and complete records of total daily cash collections with 100 percent accuracy.

Subject Matter Content	Learning Activities
Cash sales Cash register Reports	1. View transparencies of the keyboard of a cash register, a cash receipt form, and a daily cash receipts record. 2. Key in cash received information on a cash register, if one is available.

	3. Practice preparation of cash receipts in textbook and/or workbook exercises. 4. Practice preparation of total daily collection records in textbook and/or workbook exercises.

5. When given problems on a written test, students will be able to compute the amount of sales taxes to add to the amount of the sales with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Sales taxes	1. Discuss the use of sales taxes. 2. Practice calculating sales taxes manually from textbook and/or workbook activities. 3. Organize two teams to play "7-Up" at the chalkboard for drill and practice of multiplication and addition. (Appendix D) 4. Calculate sales taxes, using a calculator, from textbook and/or workbook activities. 5. Complete workbook and/or textbook exercises involving sales tax calculation.

6. In class students will be able to compare and contrast the sales slip and the purchase invoice.

Subject Matter Content	Learning Activities
Sales slips Purchase invoice	1. Prepare a poster illustrating the parts of a sales slip issued by a specific company. (Appendix E) 2. Prepare a poster illustrating the parts of a purchase invoice received by that same company. (Appendix E)

	3. Research and discuss in small groups the differences between the sales slip and the purchase invoice.

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7. On a written test students will be able to design an original sales slip that could be used in a merchandising business of their choice.

Subject Matter Content	Learning Activities
Sales slips	1. View visual aids that illustrate various sales slips. 2. Collect sales slips, purchase invoices, and inventory forms from area businesses, newspapers, and magazines. 3. React to a presentation given by employees representing an area business on the items necessary on a sales slip. 4. Make a poster on each kind of form using information in Activity 2. 5. Use graphics software if available to prepare a letterhead for sales slip. 6. Design an original sales slip for a business of one's choice. 7. Complete a word find puzzle using words introduced in this unit. (Appendix F)

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8. In class students will be able to journalize and post transactions taken from sales slips and purchase invoices with at least 90 percent accuracy.

Subject Matter Content	Learning Activities
Sales journal	1. View a transparency illustrating a sales invoice and the journal entry resulting from the transaction.

Purchases journal	2. View a transparency illustrating a purchase order and the journal entry resulting from the transaction.
	3. Discuss the findings of the information illustrated on the transparencies.
	4. Practice journalizing information taken from sales slips and purchase invoices from textbook, workbook, and/or computer simulation activities.
Ledger	5. View transparencies illustrating posting from the sales journal to a subsidiary ledger.
	6. View transparencies illustrating posting from the purchases journal to a subsidiary ledger.
	7. Practice posting information from sales and purchases journals to subsidiary ledgers from textbook, workbook, and/or computer simulation activities.

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9. In class students will be able to prepare a statement of account, a schedule of accounts receivable, and a schedule of accounts payable with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Statement of account Schedule of accounts receivable Schedule of accounts payable	1. View visual aids that illustrate preparing statements of account and schedules of A/R and A/P.
	2. Collect and discuss examples of the various statements of account and schedules of A/R and A/P.
	3. Examine and identify the steps in preparing statements of account and schedules of A/R and A/P.
	4. Practice preparing statements of account and schedules of A/R and A/P from textbook and/or workbook activities.

10. On a written test, when given statements related to cash sales and sales on account, students will be able to identify whether the statements are true or false with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Cash sales Sales on account	1. View transparencies that illustrate the specifics of cash sales and sales on account.
	2. Contact a local business person and ask him/her to explain the company's procedures in handling cash sales and sales on account.
	3. Organize two teams and compete in a true/false question-response game. If the statement is false, the player must indicate why it is false. (Offer points for correct responses.) (Appendix G)

11. In class, when given purchase invoices, students will be able to determine the due date of payment and calculate the amount of discount and total payment due the creditor with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Purchases Math computations	1. View transparencies of completed purchase invoices and discuss how to determine the due date, the amount of discount, and amount due the creditors.
	2. Prepare note cards with problems on due date of payment and calculations of the amount of discount and total payments due creditors.
	3. Work in small groups and discuss the note cards prepared in Activity 2.
	4. Prepare a bulletin board culminating with the problems worked on the note cards. (Appendix E)

5. Complete the brain builder puzzle, using words introduced in this unit. (Appendix H)

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12. On a written test students will be able to discuss the importance of an accurate inventory and the decisions that are made based upon this inventory, with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Inventory Records	1. Invite a guest speaker to discuss with the class the decisions that are made based on inventory records.
	2. Discuss the speaker's presentation.
	3. List on the chalkboard decisions which would be made based on inventory data.

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13. In class students will be able to explain the differences among the kinds of inventory.

Subject Matter Content	Learning Activities
Types of inventory	1. Contact a local business person and ask him/her what type of inventory is used in his/her business.
	2. Contact a business which provides inventory services and ask for information concerning the process of determining inventory.
	3. Discuss the findings received from business people concerning types of inventory.

14. In class students will be able to discuss how the computer can be used to process data generated by sales and purchases and discuss the resulting effect upon the merchandise inventory of a business.

Subject Matter Content	Learning Activities
Electronic inventory control	1. Visit a modern business which uses various electronic data processing equipment. 2. View a film which illustrates the increasing use of the computer in sales, purchasing, and inventory maintenance. 3. Discuss the findings of the visit and the film. 4. Use an inventory control software package to work a simulation problem. 5. Work textbook and/or workbook activities involving the completion of inventory records.

15. In class students will be able to discuss how the computer can be used to control inventory.

Subject Matter Content	Learning Activities
Inventory Records	1. Visit a modern business that uses various electronic data processing equipment. 2. View visual aids that illustrate the use of the computer in controlling inventory. 3. Discuss the findings of the visit and the film. 4. Use an inventory control package to work a simulation problem.

APPENDIX A

WORD FIND

VOCABULARY

account
back order
cash discount
cash register
charge card
charge sale
computer
credit memorandum
creditor
debit memorandum
EOM
expiration date
extension
FOB
invoice
memory
merchandise
optical scanner
periodic inventory system
perpetual inventory system
physical inventory
purchase orders
sales slip
sales tax
stock card
tax rate
unit price
universal product code

APPENDIX A

WORD FIND

R	B	T	V	S	S	G	I	G	A	Y	I	M	E	M	O	R	Y	S	P	L	S	D	N	N	Y	C	E	M	E
S	J	L	I	A	E	C	E	K	D	E	I	N	B	C	X	Z	E	A	E	E	A	E	I	O	F	M	O	E	A
C	A	S	H	D	I	S	C	O	U	N	T	U	I	O	P	E	A	C	R	D	L	A	C	E	A	C	E	P	A
H	R	J	M	C	R	B	T	T	A	C	I	O	P	D	E	I	O	W	I	A	E	I	O	E	C	A	E	C	A
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R	E	I	D	E	R	F	E	R	K	L	A	E	T	I	I	O	N	N	D	E	T	J	I	O	S	U	S	A	T
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E	C	A	S	H	T	C	R	E	D	I	T	T	T	M	N	P	E	R	C	P	X	E	T	U	A	D	L	D	I
S	A	C	C	O	O	M	T	U	N	I	V	E	R	T	I	I	A	Q	I	Z	I	O	P	E	M	E	T	I	L
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L	F	O	T	E	R	E	A	M	C	H	A	R	T	E	P	Y	A	C	V	P	E	C	M	O	P	I	E	E	A
E	C	N	C	C	M	P	T	C	O	M	P	U	T	E	R	C	N	T	E	R	M	D	L	Y	D	T	F	R	N
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L	A	K	E	R	T	A	C	E	L	T	C	S	A	T	L	B	R	V	T	E	S	T	H	S	O	U	O	I	F
S	T	N	T	I	C	M	C	L	F	Y	U	A	H	I	T	A	C	A	E	C	F	L	E	I	N	M	I	S	T
T	N	T	I	I	R	C	L	B	R	T	E	M	A	L	C	B	V	E	M	A	I	O	M	O	D	A	E	T	A
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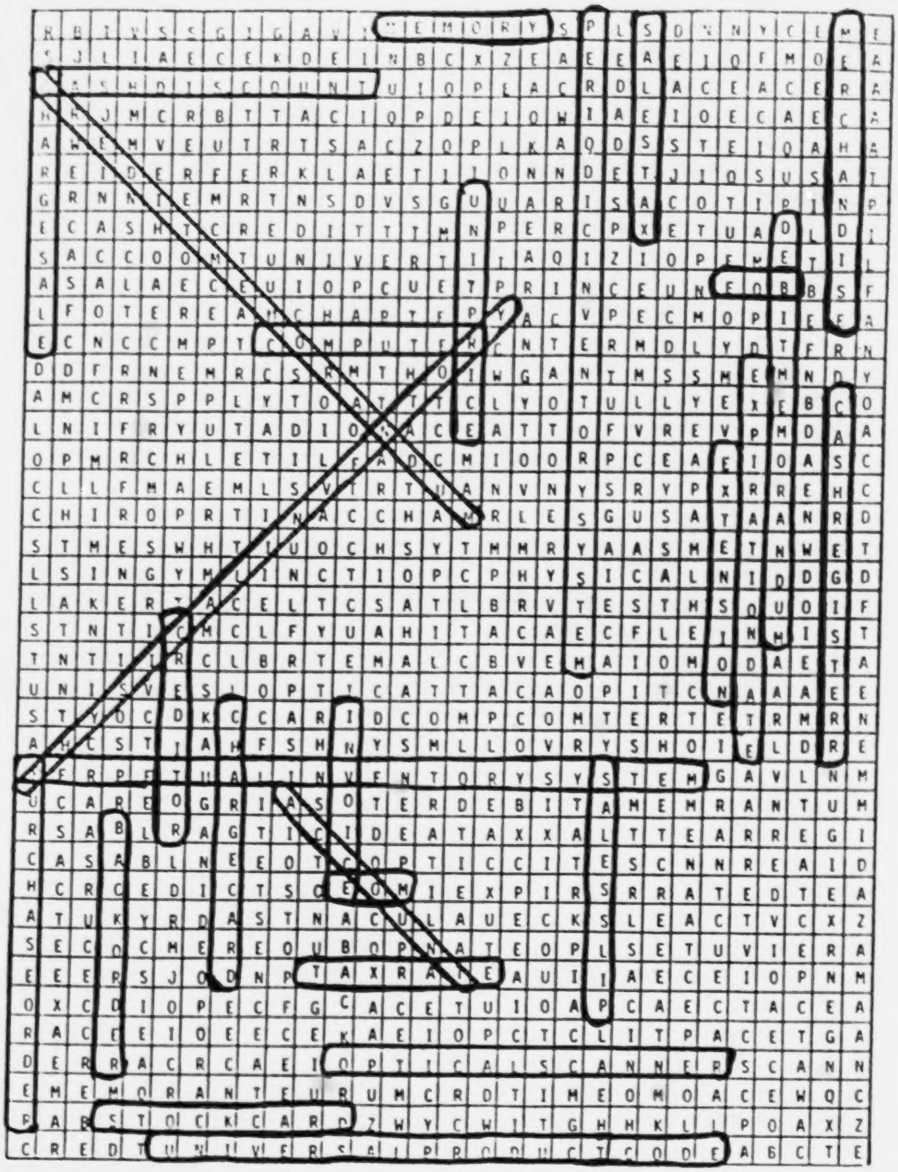
R	A	B	S	T	O	C	K	C	A	R	D	Z	W	Y	C	W	I	T	G	H	H	K	L	L	P	O	A	X	Z
C	R	E	D	T	U	N	I	V	E	R	S	A	L	P	R	O	D	U	C	T	C	O	D	E	A	B	C	T	E

APPENDIX A

ANSWER KEY



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C	A	S	A	B	L	N	E	E	O	T	C	O	P	T	I	C	C	I	T	E	S	C	N	N	R	E	A	I	D
H	C	R	C	E	D	I	C	T	S	C	E	O	M	I	E	X	P	I	R	S	R	R	A	T	E	D	T	E	A
A	T	U	K	Y	R	D	A	S	T	N	A	C	U	L	A	U	E	C	K	S	L	E	A	C	T	V	C	X	Z
S	E	C	O	C	M	E	R	E	O	U	B	O	P	N	A	T	E	O	P	L	S	E	T	U	V	I	E	R	A
E	E	E	R	S	J	O	D	N	P	T	A	X	R	A	T	E	A	U	I	I	A	E	C	E	I	O	P	N	M
O	X	C	D	I	O	P	E	C	F	G	C	A	C	E	T	U	I	O	A	P	C	A	E	C	T	A	C	E	A
R	A	C	E	E	I	O	E	E	C	E	K	A	E	I	O	P	C	T	C	L	I	T	P	A	C	E	T	G	A
D	E	R	R	A	C	R	C	A	E	I	O	P	T	I	C	A	L	S	C	A	N	N	E	R	S	C	A	N	N
E	M	E	M	O	R	A	N	T	E	U	R	U	M	C	R	D	T	I	M	E	O	M	O	A	C	E	W	Q	C
R	A	B	S	T	O	C	K	C	A	R	D	Z	W	Y	C	W	I	T	G	H	H	K	L	I	P	O	A	X	Z
C	R	E	D	T	U	N	I	V	E	R	S	A	L	P	R	O	D	U	C	T	C	O	D	E	A	B	C	T	E

APPENDIX B

VOCABULARY OF MERCHANDISING FORMS AND RECORDS

account
accounts payable ledger
accounts receivable ledger
authorize
back order
batching
cash discount
cash out
cash register
cash register report
charge card
charge fund
charge sale
computer
computer printout
computer terminal
credit memorandum
credit terms
debit memorandum
detailed tape
duplicate
EOM
expiration date
extension
FOB
inventory
inventory comparison
inventory sheet
invoice
low stock report
maximum
memory
merchandise
minimum
optical scanner
packing list
paid-out slip
periodic inventory system
perpetual inventory system
physical inventory
posting
purchase order
purchase order register
purchase requisition
quotation record
receiving report
retrieve
sales slip
sales tax
shipping order
shipping terms
stock card
subtotal
tax rate
tendered
unit price
universal product code
wholesale business

APPENDIX C

SCRAMBLED WORDS

1. gcahre dcra
2. pexiinraot aetd
3. hcrgea lsea
4. aessl xta
5. axt ater
6. sahc ciotndsu
7. idap uto lpsi
8. aesls lsip
9. emerscadnhi
10. meostienx
11. MOE
12. dciret stmre
13. pldcuaeti
14. dtecri rmmnumaedo
15. hpgpsnii rtmse
16. repahscu rdore
17. vineico
18. yemrom
19. dtrcoeir
20. btedi mmednuomear
21. tcanocu

APPENDIX C

ANSWER KEY

1.	gcahre dcra	charge card
2.	pexiinraot aetd	expiration date
3.	hcrgea lsea	charge sale
4.	aessl xta	sales tax
5.	axt ater	tax rate
6.	sahc ciotndsu	cash discount
7.	idap uto lpsi	paid out slip
8.	aesls lsip	sales slip
9.	emerscadnhi	merchandise
10.	meostienx	extension
11.	MOE	EOM
12.	dciret stmre	credit terms
13.	pldcuaeti	duplicate
14.	dtecri rmmnumaedo	credit memorandum
15.	hpgpsnii rtmse	shipping terms
16.	repahscu rdore	purchase order
17.	vineico	invoice
18.	yemrom	memory
19.	dtrcoeir	creditor
20.	btedi mmednuomear	debit memorandum
21.	tcanocu	account

APPENDIX D

7-UP

Divide into at least two teams consisting of seven or more members. All students stand (beside their desks, at the front of the classroom, or wherever the teacher designates) at the beginning of the activity.

The teacher will ask a question, based on the unit being studied, of the first member of one team. If the student answers the question correctly, the teacher asks a different question of the first member of the next team. If the student does not know the answer or gives an incorrect answer, the student sits down and the next team gets an opportunity to answer the question. Every student who cannot answer a question correctly sits down. (Answers that must be calculated can be calculated on the board or as a mental activity.) The teacher does not ask a different question until the current question has been answered.

The team with seven members standing after the other teams have been depleted to six or fewer wins the game, of course, by having 7-UP.

This game can be varied in a great many ways and adapted to almost any subject.

APPENDIX E

POSTER/BULLETIN BOARD EVALUATION

Student's Name: ______ Unit: ______

ITEM	SCORE*
1. Presentation has a basic idea or theme.	______
2. Idea is large and simple.	______
3. Ideas are separated with open spaces.	______
4. Letters are readable.	______
5. Presentation uses few colors.	______
6. Presentation is neat.	______
7. Presentation is balanced.	______
8. Presentation shows originality.	______
9. Presentation stimulates interest.	______
10. Presentation has a purpose.	______
TOTAL POINTS	______
STUDENT'S GRADE	______

TEACHER'S COMMENTS ______

*Each item has a maximum of 10 points.

**Used with the permission of Betty Brouilette of East St. John High School.

APPENDIX F

WORD FIND

1. accounts payable ledger
2. accounts receivable ledger
3. back order
4. cash register
5. cash register report
6. charge card
7. charge sale
8. computer
9. detailed tape
10. duplicate
11. expiration date
12. inventory
13. inventory sheet
14. low stock report
15. maximum
16. memory
17. minimum
18. optical scanner
19. perpetual inventory system
20. policy
21. posting
22. stock card
23. subtotal
24. unit price

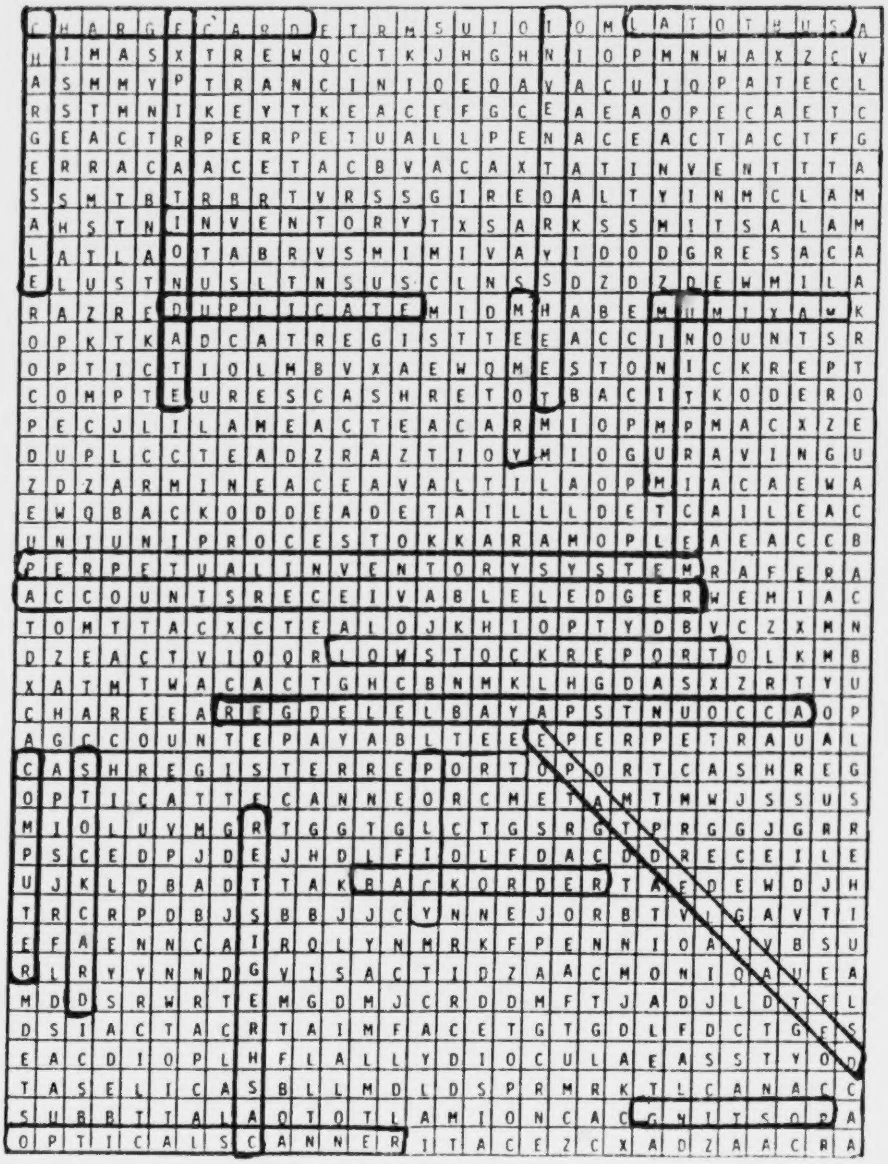
APPENDIX F

WORD FIND

C	H	A	R	G	E	C	A	R	D	E	T	R	M	S	U	I	O	I	O	M	L	A	T	O	T	B	U	S	A
H	I	M	A	S	X	T	R	E	W	Q	C	T	K	J	H	G	H	N	I	O	P	M	N	W	A	X	Z	C	Y
A	S	M	M	Y	P	T	R	A	N	C	I	N	I	O	E	O	A	V	A	C	U	I	O	P	A	T	E	C	L
R	S	T	M	N	I	K	E	Y	T	K	E	A	C	E	F	G	C	E	A	E	A	O	P	E	C	A	E	T	C
G	E	A	C	T	R	P	E	R	P	E	T	U	A	L	L	P	E	N	A	C	E	A	C	T	A	C	T	F	G
E	R	R	A	C	A	A	C	E	T	A	C	B	V	A	C	A	X	T	A	T	I	N	V	E	N	T	T	T	A
S	S	M	T	B	T	R	B	R	T	V	R	S	S	G	I	R	E	O	A	L	T	Y	I	N	M	C	L	A	M
A	H	S	T	N	I	N	V	E	N	T	O	R	Y	T	X	S	A	R	K	S	S	M	I	T	S	A	L	A	M
L	A	T	L	A	O	T	A	B	R	V	S	M	I	M	I	V	A	Y	I	D	O	D	G	R	E	S	A	C	A
E	L	U	S	T	N	U	S	L	T	N	S	U	S	C	L	N	S	S	D	Z	D	Z	D	E	W	M	I	L	A
R	A	Z	R	E	D	U	P	L	I	C	A	T	E	M	I	D	M	Y	A	B	E	M	U	M	I	X	A	M	K
O	P	K	T	K	A	D	C	A	T	R	E	G	I	S	T	T	E	S	A	C	C	I	N	O	U	N	T	S	R
O	P	T	J	C	T	I	O	L	M	B	V	X	A	E	W	Q	M	T	S	T	O	N	I	C	K	R	E	P	T
C	O	M	P	T	E	U	R	E	S	C	A	S	H	R	E	T	O	E	B	A	C	I	T	K	O	D	E	R	O
P	E	C	J	L	I	L	A	M	E	A	C	T	E	A	C	A	R	M	I	O	P	M	P	M	A	C	X	Z	E
D	U	P	L	C	C	T	E	A	D	Z	R	A	Z	T	I	O	Y	M	I	O	G	U	R	A	V	I	N	G	U
Z	D	Z	A	R	M	I	N	E	A	C	E	A	Y	A	L	T	I	L	A	O	P	M	I	A	C	A	E	W	A
E	W	Q	B	A	C	K	O	D	D	E	A	D	E	I	A	I	L	L	L	D	E	T	C	A	I	L	E	A	C
U	N	I	U	N	I	P	R	O	C	J	S	T	O	K	K	A	R	A	M	O	P	L	E	A	E	A	C	C	B
P	E	R	P	E	T	U	A	L	I	N	V	E	N	T	O	R	Y	S	Y	S	T	E	M	R	A	F	E	R	A
A	C	C	O	U	N	T	S	R	E	C	E	I	V	A	B	L	E	L	E	D	G	E	R	W	E	M	I	A	C
T	O	M	T	T	A	C	X	C	T	E	A	L	O	J	K	H	I	O	P	T	Y	D	B	V	C	Z	X	M	N
D	Z	E	A	C	T	Y	I	O	O	R	A	C	B	S	T	O	C	K	R	E	P	O	R	T	O	L	K	M	B
X	A	T	M	T	W	A	C	A	C	T	G	H	C	B	N	M	K	L	H	G	D	A	S	X	Z	R	T	Y	U
C	H	A	R	E	E	A	R	E	G	D	E	L	E	L	B	A	Y	A	P	S	T	N	U	O	C	C	A	O	P
A	G	C	C	O	U	N	T	E	P	A	Y	A	B	L	T	E	E	E	P	E	R	P	E	T	R	A	U	A	L
C	A	S	H	R	E	G	I	S	T	E	R	R	E	P	O	R	T	O	P	O	R	T	C	A	S	H	R	E	G
O	P	T	I	C	A	T	T	E	C	A	N	N	E	O	R	C	M	E	T	A	M	T	M	W	J	S	S	U	S
M	I	O	L	U	V	M	G	R	T	G	G	T	G	L	C	T	G	S	R	G	T	P	R	G	G	J	G	R	R
P	S	C	E	D	P	J	D	E	J	H	D	L	F	I	D	L	F	D	A	C	D	D	R	E	C	E	I	L	E
U	J	K	L	D	B	A	D	T	T	A	K	B	A	C	K	O	R	D	E	R	T	A	E	D	E	W	D	J	H
T	R	C	R	P	D	B	J	S	B	B	J	J	C	Y	N	N	E	J	O	R	B	T	V	L	G	A	V	T	I
E	F	A	E	N	N	C	A	I	R	O	L	Y	N	M	R	K	F	P	E	N	N	I	O	A	I	V	B	S	U
R	L	R	Y	Y	N	N	D	G	V	I	S	A	C	T	I	D	Z	A	A	C	M	O	N	I	Q	A	U	E	A
M	D	D	S	R	W	R	T	E	M	G	D	M	J	C	R	D	D	M	F	T	J	A	D	J	L	D	T	F	L
D	S	I	A	C	T	A	C	R	T	A	I	M	F	A	C	E	T	G	T	G	D	L	F	D	C	T	G	E	S
E	A	C	D	I	O	P	L	H	F	L	A	L	L	Y	D	I	O	C	U	L	A	E	A	S	S	T	Y	O	D
T	A	S	E	L	I	C	A	S	B	L	L	M	D	L	D	S	P	R	M	R	K	T	L	C	A	N	A	C	C
S	U	B	B	T	T	A	L	A	O	T	O	T	L	A	M	I	O	N	C	A	C	G	N	I	T	S	O	P	A
O	P	T	I	C	A	L	S	C	A	N	N	E	R	I	T	A	C	E	Z	C	X	A	D	Z	A	A	C	R	A

APPENDIX F

ANSWER KEY



C	H	A	R	G	E	C	A	R	D	E	T	R	M	S	U	I	O	I	O	M	L	A	T	O	T	B	U	S	A
H	I	M	A	S	X	T	R	E	W	Q	C	T	K	J	H	G	H	N	I	O	P	M	N	W	A	X	Z	C	V
A	S	M	M	Y	P	T	R	A	N	C	I	N	I	O	E	O	A	V	A	C	U	I	O	P	A	T	E	C	L
R	S	T	M	N	I	K	E	Y	T	K	E	A	C	E	F	G	C	E	A	E	A	O	P	E	C	A	E	T	C
G	E	A	C	T	R	P	E	R	P	E	T	U	A	L	L	P	E	N	A	C	E	A	C	T	A	C	T	F	G
E	R	R	A	C	A	A	C	E	T	A	C	B	V	A	C	A	X	T	A	T	I	N	V	E	N	T	T	T	A
S	S	M	T	B	T	R	B	R	T	V	R	S	S	G	I	R	E	O	A	L	T	Y	I	N	M	C	L	A	M
A	H	S	T	N	I	N	V	E	N	T	O	R	Y	T	X	S	A	R	K	S	S	M	I	T	S	A	L	A	M
L	A	T	L	A	O	T	A	B	R	V	S	M	I	M	I	V	A	Y	I	D	O	D	G	R	E	S	A	C	A
E	L	U	S	T	N	U	S	L	T	N	S	U	S	C	L	N	S	S	D	Z	D	Z	D	E	W	M	I	L	A
R	A	Z	R	E	D	U	P	L	I	C	A	T	E	M	I	D	M	H	A	B	E	M	U	M	I	X	A	M	K
O	P	K	T	K	A	D	C	A	T	R	E	G	I	S	T	T	E	E	A	C	C	I	N	O	U	N	T	S	R
O	P	T	I	C	T	I	O	L	M	B	V	X	A	E	W	Q	M	E	S	T	O	N	I	C	K	R	E	P	T
C	O	M	P	T	E	U	R	E	S	C	A	S	H	R	E	T	O	T	B	A	C	I	T	K	O	D	E	R	O
P	E	C	J	L	I	L	A	M	E	A	C	T	E	A	C	A	R	M	I	O	P	M	P	M	A	C	X	Z	E
D	U	P	L	C	C	T	E	A	D	Z	R	A	Z	T	I	O	Y	M	I	O	G	U	R	A	V	I	N	G	U
Z	D	Z	A	R	M	I	N	E	A	C	E	A	V	A	L	T	I	L	A	O	P	M	I	A	C	A	E	W	A
E	W	Q	B	A	C	K	O	D	D	E	A	D	E	T	A	I	L	L	L	D	E	T	C	A	I	L	E	A	C
U	N	I	U	N	I	P	R	O	C	E	S	T	O	K	K	A	R	A	M	O	P	L	E	A	E	A	C	C	B
P	E	R	P	E	T	U	A	L	I	N	V	E	N	T	O	R	Y	S	Y	S	T	E	M	R	A	F	E	R	A
A	C	C	O	U	N	T	S	R	E	C	E	I	V	A	B	L	E	L	E	D	G	E	R	W	E	M	I	A	C
T	O	M	T	T	A	C	X	C	T	E	A	L	O	J	K	H	I	O	P	T	Y	D	B	V	C	Z	X	M	N
D	Z	E	A	C	T	V	I	O	O	R	L	O	W	S	T	O	C	K	R	E	P	O	R	T	O	L	K	M	B
X	A	T	M	T	W	A	C	A	C	T	G	H	C	B	N	M	K	L	H	G	D	A	S	X	Z	R	T	Y	U
C	H	A	R	E	E	A	R	E	G	D	E	L	E	L	B	A	Y	A	P	S	T	N	U	O	C	C	A	O	P
A	G	C	C	O	U	N	T	E	P	A	Y	A	B	L	T	E	E	E	P	E	R	P	E	T	R	A	U	A	L
C	A	S	H	R	E	G	I	S	T	E	R	R	E	P	O	R	T	O	P	O	R	T	C	A	S	H	R	E	G
O	P	T	I	C	A	T	T	E	C	A	N	N	E	O	R	C	M	E	T	A	M	T	M	W	J	S	S	U	S
M	I	O	L	U	V	M	G	R	T	G	G	T	G	L	C	T	G	S	R	G	T	P	R	G	G	J	G	R	R
P	S	C	E	D	P	J	D	E	J	H	D	L	F	I	D	L	F	D	A	C	D	D	R	E	C	E	I	L	E
U	J	K	L	D	B	A	D	T	T	A	K	B	A	C	K	O	R	D	E	R	T	A	E	D	E	W	D	J	H
T	R	C	R	P	D	B	J	S	B	B	J	J	C	Y	N	N	E	J	O	R	B	T	V	L	G	A	V	T	I
E	F	A	E	N	N	C	A	I	R	O	L	Y	N	M	R	K	F	P	E	N	N	I	O	A	I	V	B	S	U
R	L	R	Y	Y	N	N	D	G	V	I	S	A	C	T	I	D	Z	A	A	C	M	O	N	I	Q	A	U	E	A
M	D	D	S	R	W	R	T	E	M	G	D	M	J	C	R	D	D	M	F	T	J	A	D	J	L	D	T	F	L
D	S	I	A	C	T	A	C	R	T	A	I	M	F	A	C	E	T	G	T	G	D	L	F	D	C	T	G	E	S
E	A	C	D	I	O	P	L	H	F	L	A	L	L	Y	D	I	O	C	U	L	A	E	A	S	S	T	Y	O	D
T	A	S	E	L	I	C	A	S	B	L	L	M	D	L	D	S	P	R	M	R	K	T	L	C	A	N	A	C	C
S	U	B	B	T	T	A	L	A	O	T	O	T	L	A	M	I	O	N	C	A	C	G	N	I	T	S	O	P	A
O	P	T	I	C	A	L	S	C	A	N	N	E	R	I	T	A	C	E	Z	C	X	A	D	Z	A	A	C	R	A

APPENDIX G

TRUE OR FALSE

Directions: Answer true or false to each statement. If the statement is false, tell why it is false.

_____ 1. To verify that a customer buying merchandise on account is in good financial standing, an order clerk may complete a credit check.

_____ 2. The form that authorizes the warehouse to send merchandise that has been sold is called a shipping order.

_____ 3. The form that describes the contents of a shipment and is sent along with the shipment is called a packing list.

_____ 4. To pay in advance is to prepay.

_____ 5. A form that lists the quantity and weight of each item shipped and is used to calculate the total shipping weight and total delivery costs is called a shipping charge sheet.

_____ 6. To compute how much it will cost to ship merchandise to a certain point, the order clerk refers to a table called a shipping chart.

_____ 7. A bill for merchandise is more commonly called a slip.

_____ 8. The dollar amount of an item that is shown in a catalog is known as a net price.

_____ 9. Many suppliers offer their customers a price reduction called a cash discount.

_____10. The amount a customer actually pays for an item after all deductions have been subtracted is called the net price.

_____11. A company that specializes in transporting merchandise is called a carrier.

_____12. The amount a business can deduct if it pays a bill within a certain period of time is called the trade discount.

_____13. The part of a computer in which such information as a customer's name and address is stored is called its memory.

_____14. A report that provides the management of a business with such information as fast- and slow-moving items and how well its sales people are doing is called a sales report.

_____15. A three-month period is called a quarter.

_____16. When a cash clerk receives money from customers, he or she prepares a check.

_____17. A check that provides a stub or section on which to describe why the check is written is called a check register.

_____18. If a customer sends enough money to pay his/her account completely, the cash clerk notes that account is paid in full.

_____19. If a customer pays only part of the amount owed on an invoice, the cash clerk notes that account is paid on account.

_____20. The book in which a record is kept of all cash received is called the cash payments journal.

_____21. An entry that summarizes information other than a business transaction is called a memorandum entry.

_____22. The source document used to journalize a transaction in the cash receipts journal is a receipt.

_____23. A cash clerk can keep track of which bills must be paid on which days by referring to a file called an unpaid invoice file.

_____24. Before actually writing a check, the cash clerk first records the check in the check register.

_____25. The source document used to journalize a transaction in the cash payments journal is a voucher check.

_____26. Invoice amounts are entered in a cash payments journal in the column headed accounts receivable.

_____27. Cash discounts are recorded in a cash payments journal under the column headed sales discount.

_____28. Making sure that the cash balance in the cash journal equals that in the check register is called proving cash.

_____29. The totals written in small figures at the bottom of a column are called pencil footings.

_____30. Another phrase that describes a computer printout is hard copy.

_____31. The form that lists the details of a sale is a purchases invoice.

_____32. The book in which sales of merchandise on account are recorded is called a purchases journal.

_____33. To show that the information on a sale on account has been transferred to a customer's account, the accounts receivable clerk places a check mark in the posting reference column.

_____34. Customers' accounts are kept in the accounts payable ledger.

_____35. In a three-column customer's account form, decreases in the amount owed by the customer are entered in the debit column.

_____36. A document that lets a customer know that a decrease in the amount owed has been granted is a credit memorandum.

_____37. The form that a business sends to a customer that shows all the transactions with that customer for a certain period is called a statement of account.

_____38. The amount of money in a customer's account at the beginning of a reporting period is called the previous balance.

_____39. Preparing and sending customers' bills at regular times during a month is called cycle billing.

_____40. In a large business the individual who is responsible for preparing and sending out all invoices is the billing clerk.

_____41. After journalizing a group of invoices, the accounts receivable clerk places a check mark next to the batch total.

_____42. In batching, an invoice is recorded in a customer's account using indirect posting.

_____43. The visual display screen of a computer is a schedule of accounts payable.

_____44. The form that shows the balance of each customer's account and the total amount to be received from all customers is called a schedule of accounts receivable.

_____45. A report prepared by a computer can be called a printout.

APPENDIX G

ANSWER KEY

Directions: Answer true or false to each statement. If the statement is false, tell why it is false.

T 1. To verify that a customer buying merchandise on account is in good financial standing, an order clerk may complete a credit check.

T 2. The form that authorizes the warehouse to send merchandise that has been sold is called a shipping order.

T 3. The form that describes the contents of a shipment and is sent along with the shipment is called a packing list.

T 4. To pay in advance is to prepay.

T 5. A form that lists the quantity and weight of each item shipped and is used to calculate the total shipping weight and total delivery costs is called a shipping charge sheet.

F 6. To compute how much it will cost to ship merchandise to a certain point, the order clerk refers to a table called a shipping chart.

(Shipping rate chart)

F 7. A bill for merchandise is more commonly called a slip.

(invoice)

F 8. The dollar amount of an item that is shown in a catalog is known as a net price.

(list price)

F 9. Many suppliers offer their customers a price reduction called a cash discount.

(trade discount)

T 10. The amount a customer actually pays for an item after all deductions have been subtracted is called the net price.

T 11. A company that specializes in transporting merchandise is called a carrier.

F 12. The amount a business can deduct if it pays a bill within a certain period is called the trade discount.

(cash discount)

T 13. The part of a computer in which such information as a customer's name and address is stored is called its memory.

T 14. A report that provides the management of a business with such information as fast- and slow-moving items and how well its sales people are doing is called a sales report.

T 15. A three-month period is called a quarter.

F 16. When a cash clerk receives money from customers, he or she prepares a check.

(receipt)

F 17. A check that provides a stub or section on which to describe why the check is written is called a check register.

(voucher check)

T 18. If a customer sends enough money to pay his/her account completely, the cash clerk notes that account is paid in full.

T 19. If a customer pays only part of the amount owed on an invoice, the cash clerk notes that account is paid on account.

F 20. The book in which a record is kept of all cash received is called the cash payments journal.

(cash receipts journal)

T 21. An entry that summarizes information other than a business transaction is called a memorandum entry.

T 22. The source document used to journalize a transaction in the cash receipts journal is a receipt.

T 23. A cash clerk can keep track of which bills must be paid on which days by referring to a file called an unpaid invoice file.

T 24. Before actually writing a check, the cash clerk first records the check in the check register.

T 25. The source document used to journalize a transaction in the cash payments journal is a voucher check.

F 26. Invoice amounts are entered in a cash payments journal in the column headed accounts receivable.

(accounts payable)

F 27. Cash discounts are recorded in a cash payments journal under the column headed sales discount.

(purchases discount)

T 28. Making sure that the cash balance in the cash journal equals that in the check register is called proving cash.

T 29. The totals written in small figures at the bottom of a column are called pencil footings.

T 30. Another phrase that describes a computer printout is hard copy.

F 31. The form that lists the details of a sale is a purchases invoice.

(sales invoice)

F 32. The book in which sales of merchandise on account are recorded is called a purchases journal.

(sales journal)

T 33. To show that the information on a sale on account has been transferred to a customer's account, the accounts receivable clerk places a check mark in the posting reference column.

F 34. Customers' accounts are kept in the accounts payable ledger.

(accounts receivable ledger)

F 35. In a three-column customer's account form, decreases in the amount owed by the customer are entered in the debit column.

(credit)

T 36. A document that lets a customer know that a decrease in the amount owed has been granted is a credit memorandum.

T 37. The form that a business sends to a customer that shows all the transactions with that customer for a certain period of time is called a statement of account.

T 38. The amount of money in a customer's account at the beginning of a reporting period is called the previous balance.

_T_ 39. Preparing and sending customers' bills at regular times during a month is called cycle billing.

_T_ 40. In a large business the individual who is responsible for preparing and sending out all invoices is the billing clerk.

_T_ 41. After journalizing a group of invoices, the accounts receivable clerk places a check mark next to the batch total.

_F_ 42. In batching, an invoice is recorded in a customer's account using indirect posting.

(direct posting)

_F_ 43. The visual display screen of a computer is a schedule of accounts payable.

(cathode ray tube (CRT))

_T_ 44. The form that shows the balance of each customer's account and the total amount to be received from all customers is called a schedule of accounts receivable.

_T_ 45. A report prepared by a computer can be called a printout.

APPENDIX H

BRAIN BUILDER

The following statements define or describe important words used in this unit. Read each statement carefully to determine the words that best fit the statement.

Write your answer in the brain builder puzzle on the form provided. The puzzle has been numbered to indicate the starting point for each answer. Be careful--an answer may contain more than one word.

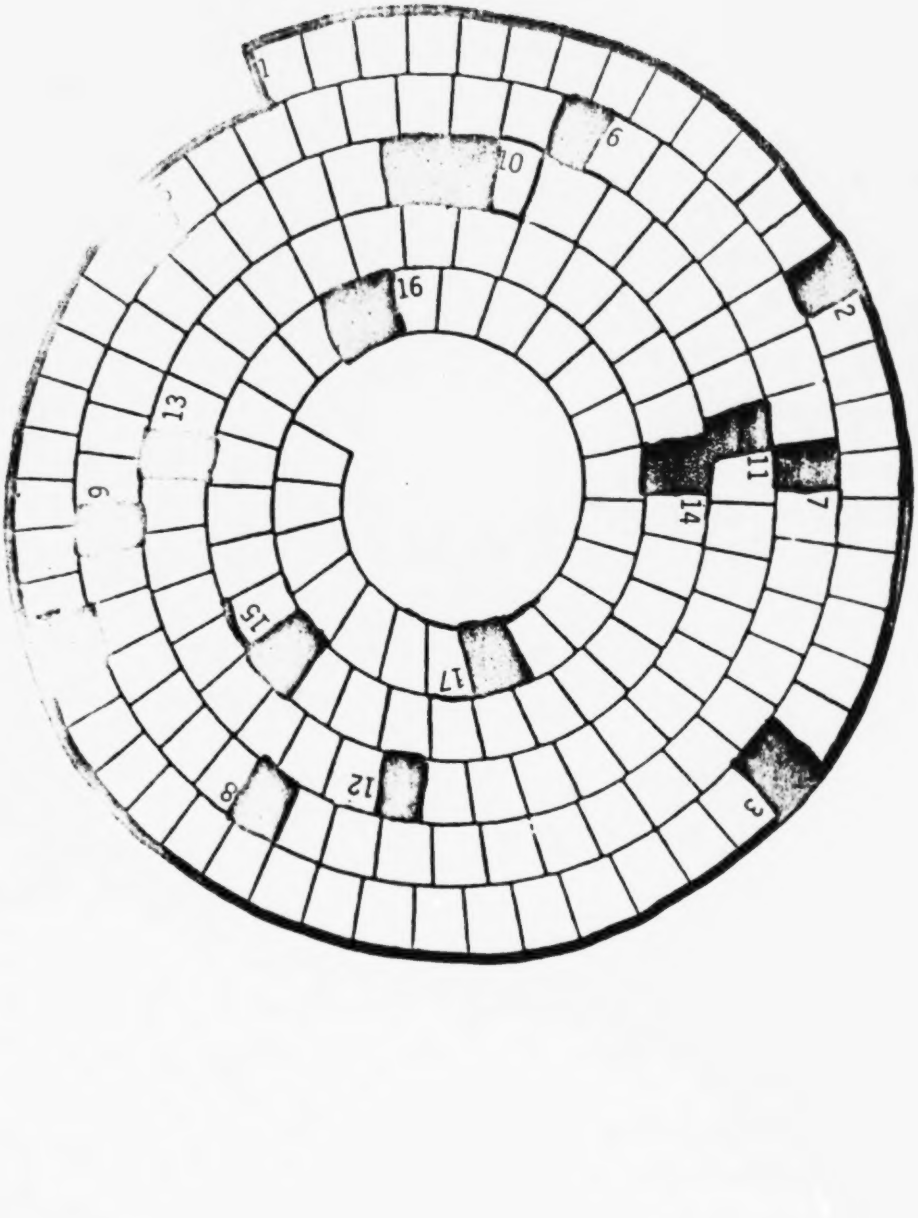
1. The ________ _ _____ spell out who must pay the shipping charges.
2. Sales slips are usually prepared in ___________.
3. A _______ ___ __________ is a form used to show a decrease in the amount to be received from a customer because of damaged, inferior, or returned merchandise.
4. Tax collected on the sale of certain item is called a ________ ______.
5. The ____________ is a total to which other amounts may be added.
6. A record of transactions is called an ________.
7. The ____________ ______ is the last day that a card can be used.
8. __________ is that part of the computer in which data are stored until needed.
9. The stock that a business has for sale is called its ___________.
10. The __________ level is the lowest quantity of an item that a business should have on hand.
11. Time allowed for payment is called _________ ________.
12. A ___________ is one to whom money is owed.
13. A form used to order merchandise from a supplier is called a ___________ ________.
14. A form used to record money taken from the cash register for refunds and small expenses is called a _____ ___ _ _______.
15. The __________ level is the highest quantity of an item that a business should have at any time.

16. A __________ ________ is a form sent with a shipment of merchandise that lists the items included in the shipment.

17. The bill is called an _________ and is usually mailed directly to the Purchasing or Accounts Payable Department.

APPENDIX H

BRAIN BUILDER PUZZLE



1
6
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13
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12
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APPENDIX H

ANSWER KEY

The following statements define or describe important words used in this unit. Read each statement carefully to determine the words that best fit the statement.

Write your answer in the brain builder puzzle on the form provided. The puzzle has been numbered to indicate the starting point for each answer. Be careful--an answer may contain more than one word.

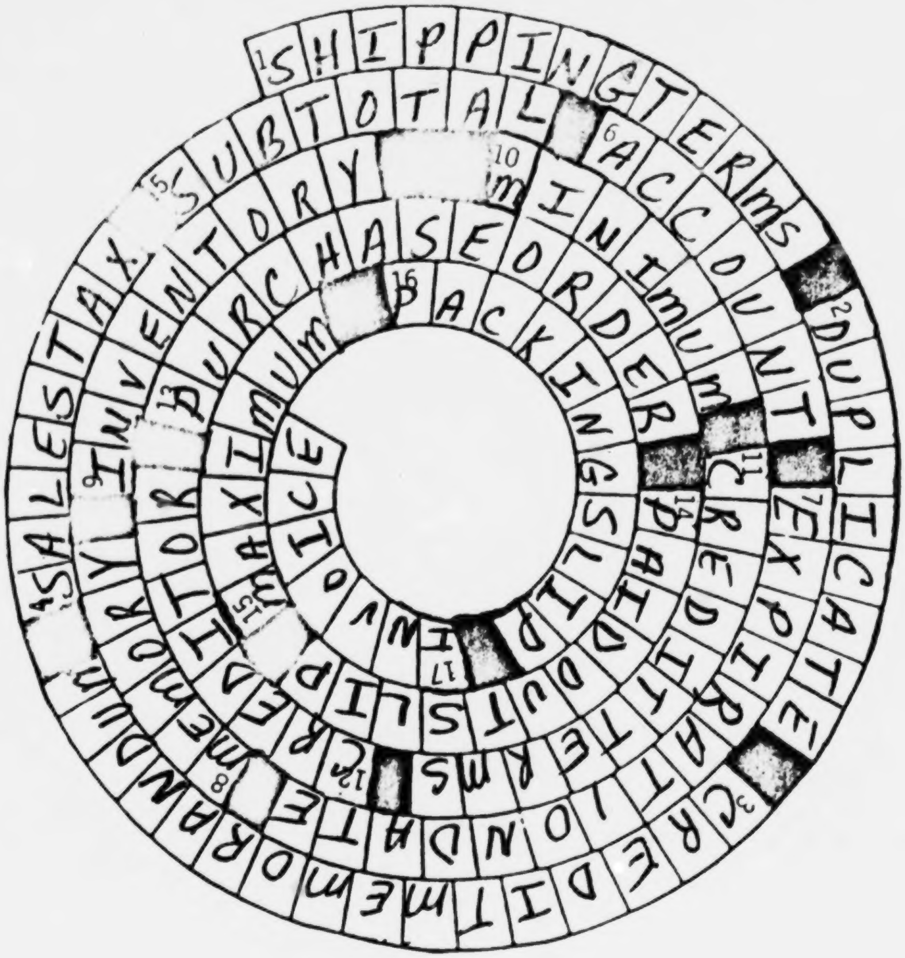
1. The shipping terms spell out who must pay the shipping charges.
2. Sales slips are usually prepared in duplicate.
3. A credit memorandum is a form used to show a decrease in the amount to be received from a customer because of damaged, inferior, or returned merchandise.
4. Tax collected on the sale of certain item is called a sales tax.
5. The subtotal is a total to which other amounts may be added.
6. A record of transactions is called an account.
7. The expiration date is the last day that a card can be used.
8. Memory is that part of the computer in which data are stored until needed.
9. The stock that a business has for sale is called its inventory.
10. The minimum level is the lowest quantity of an item that a business should have on hand.
11. Time allowed for payment is called credit terms.
12. A creditor is one to whom money is owed.
13. A form used to order merchandise from a supplier is called a purchase order.
14. A form used to record money taken from the cash register for refunds and small expenses is called a paid out slip.
15. The maximum level is the highest quantity of an item that a business should have at any time.

16. A packing slip is a form sent with a shipment of merchandise that lists the items included in the shipment.

17. The bill is called an invoice and is usually mailed directly to the Purchasing or Accounts Payable Department.

APPENDIX H

ANSWER KEY


1 SHIPPING TERMS
2 DUPLICATE
3 CREDIT MEMORANDUM
4 SALES TAX
5 SUBTOTAL
6 ACCOUNT
7 EXPIRATION DATE
8 MEMORY
9 INVENTORY
10 MINIMUM
11 CREDIT TERMS
12 CREDITOR
13 PURCHASE ORDER
14 PAID OUT SLIP
15 MAXIMUM
16 PACKING SLIP
17 INVOICE

UNIT TEST

BUSINESS MERCHANDISING RECORDS

A. MATCHING

Directions: Using the list in Column B, select the term that is best defined by the statement in Column A. Write the letter that represents your answer in the space next to each statement.

Column A

_____ 1. Cost of one unit such as one dozen, one pound, one yard.

_____ 2. Sale that allows the customer to pay at a later date.

_____ 3. Form used to describe a sale.

_____ 4. Merchandise on hand.

_____ 5. Machine that records sales and safeguards the money that came from those sales.

_____ 6. Form used to find out a supplier's price.

_____ 7. Form used to show a decrease in the amount to be received from a customer because of damaged, inferior, or returned merchandise.

_____ 8. Form used to order merchandise from a supplier.

_____ 9. One to whom money is owed.

Column B

A. Accounts payable ledger
B. Accounts receivable ledger
C. Cash register
D. Charge sale
E. Computer
F. Credit memorandum
G. Creditor
H. Debit memorandum
I. Expiration date
J. Extension
K. Inventory
L. Merchandise
M. Physical inventory
N. Purchase order
O. Request for quotation
P. Sales slip
Q. Sales tax
R. Stock card

UNIT TEST continued

_____10. Actual count of all merchandise on hand.

_____11. Card used to record the sales, purchases, and balance of an inventory item.

_____12. Tax collected on the sale of certain items.

_____13. Items that a business sells to its customers.

_____14. Special code displayed on product packages that identifies the product and its manufacturer.

_____15. Amount found by multiplying the quantity by the unit price.

_____16. Last date something can be used.

_____17. Book or file in which creditors' accounts are summarized.

_____18. Form used to show a decrease in the amount owed to a creditor because of damaged, inferior, or returned merchandise.

_____19. Book or file in which customers' accounts are summarized.

_____20. Machine that can store and process facts to produce desired information.

S. Unit price

T. Universal product code

B. SALES TAX

Directions: Calculate Sales Tax, showing Math Calculations

Part 1: Assume that you are a cashier at Big Value. As a cashier, you must find the sales tax of 6 percent on each sale. You also must find the total amount of the sale. You are to compute the total by adding the amount of the sale and the sales tax. Determine the sales tax and the total of the sale for the following sales: (Show your math calculations.)

	Sale		Sales Tax		Total Sale
1.	$ 7.05	+	$ ______	=	$ ______
2.	$ 3.71	+	$ ______	=	$ ______
3.	$ 8.42	+	$ ______	=	$ ______
4.	$ 2.11	+	$ ______	=	$ ______
5.	$ .98	+	$ ______	=	$ ______
6.	$ 5.67	+	$ ______	=	$ ______
7.	$28.69	+	$ ______	=	$ ______
8.	$ 2.63	+	$ ______	=	$ ______
9.	$ 4.79	+	$ ______	=	$ ______
10.	$98.50	+	$ ______	=	$ ______

Part 2: Find the amount of sales tax for each problem.

1. 4 percent tax on a sale of $139.00 ______
2. 5 percent tax on a sale of $215.00 ______
3. 6 percent tax on a sale of $165.50 ______
4. 7 percent tax on a sale of $121.99 ______
5. 3 percent tax on a sale of $ 21.00 ______

C. TRUE/FALSE

Directions: Write T for true or F for false in the blank space next to each statement.

_____ 1. A request for quotation is an order for the items listed on the form.

_____ 2. A request for quotation is usually sent to several suppliers.

_____ 3. A slash through a check mark on an invoice indicates that the amount has been double checked.

_____ 4. Debit and credit memorandums are direct posted to ledger accounts.

_____ 5. An invoice is a bill for the items on an order that were shipped plus those that were back ordered.

_____ 6. The accounts in the accounts receivable and accounts payable ledgers are kept in alphabetical order.

_____ 7. Most source documents are prenumbered.

_____ 8. An account should always show up-to-date information on transactions.

_____ 9. A check register must be used with voucher checks.

_____10. The cash balance is recorded in the cash payments journal.

D. SALES SLIP DESIGN

Directions: Use a blank sheet of paper and a ruler to design the following:

Design an original sales slip that could be used by a hardware company. Draw lines and label the information that would be placed on the lines drawn.

UNIT TEST continued

E. ESSAY

Directions: Discuss each item, using complete sentences.

1. List and explain at least four decisions a business person would make based upon inventory information.

2. Discuss the information that would be important to be included on a sales slip for a charge sale. Include at least five items of information.

UNIT TEST

ANSWER KEY

A. MATCHING

Directions: Using the list in Column B, select the term that is best defined by the statement in Column A. Write the letter that represents your answer in the space next to each statement.

Column A

S 1. Cost of one unit such as one dozen, one pound, one yard.

D 2. Sale that allows the customer to pay at a later date.

P 3. Form used to describe a sale.

K 4. Merchandise on hand.

C 5. Machine that records sales and safeguards the money that came from those sales.

O 6. Form used to find out a supplier's price.

F 7. Form used to show a decrease in the amount to be received from a customer because of damaged, inferior, or returned merchandise.

N 8. Form used to order merchandise from a supplier.

G 9. One to whom money is owed.

Column B

A. Accounts payable ledger

B. Accounts receivable ledger

C. Cash register

D. Charge sale

E. Computer

F. Credit memorandum

G. Creditor

H. Debit memorandum

I. Expiration date

J. Extension

K. Inventory

L. Merchandise

M. Physical inventory

N. Purchase order

O. Request for quotation

P. Sales slip

Q. Sales tax

R. Stock card

UNIT TEST continued

_M_ 10. Actual count of all merchandise on hand.

_R_ 11. Card used to record the sales, purchases, and balance of an inventory item.

_Q_ 12. Tax collected on the sale of certain items.

_L_ 13. Items that a business sells to its customers.

_T_ 14. Special code displayed on product packages that identifies the product and its manufacturer.

_J_ 15. Amount found by multiplying the quantity by the unit price.

_I_ 16. Last date something can be used.

_A_ 17. Book or file in which creditors' accounts are summarized.

_H_ 18. Form used to show a decrease in the amount owed to a creditor because of damaged, inferior, or returned merchandise.

_B_ 19. Book or file in which customers' accounts are summarized.

_E_ 20. Machine that can store and process facts to produce desired information.

S. Unit price

T. Universal product code

UNIT TEST continued

B. SALES TAX

Directions: Calculate Sales Tax, showing Math Calculations

Part 1: Assume that you are a cashier at Big Value. As a cashier, you must find the sales tax of 6 percent on each sale. You also must find the total amount of the sale. You are to compute the total by adding the amount of the sale and the sales tax. Determine the sales tax and the total of the sale for the following sales: (Show your math calculations.)

	Sale		Sales Tax		Total Sale
1.	$ 7.05	+	$ .42	=	$ 7.47
2.	$ 3.71	+	$ .22	=	$ 3.93
3.	$ 8.42	+	$ .51	=	$ 8.93
4.	$ 2.11	+	$ .13	=	$ 2.24
5.	$ .98	+	$ .06	=	$ 1.05
6.	$ 5.67	+	$ .34	=	$ 6.01
7.	$28.69	+	$1.72	=	$ 30.41
8.	$ 2.63	+	$ .16	=	$ 2.79
9.	$ 4.79	+	$ .29	=	$ 5.08
10.	$98.50	+	$5.91	=	$104.41

Part 2: Find the amount of sales tax for each problem.

1. 4 percent tax on a sale of $139.00 5.56
2. 5 percent tax on a sale of $215.00 10.75
3. 6 percent tax on a sale of $165.50 9.93
4. 7 percent tax on a sale of $121.99 8.54
5. 3 percent tax on a sale of $ 21.00 .63

C. TRUE/FALSE

Directions: Write T for true or F for false in the blank space next to each statement.

F 1. A request for quotation is an order for the items listed on the form.

T 2. A request for quotation is usually sent to several suppliers.

T 3. A slash through a check mark on an invoice indicates that the amount has been double checked.

T 4. Debit and credit memorandums are direct posted to ledger accounts.

F 5. An invoice is a bill for the items on an order that were shipped plus those that were back ordered.

T 6. The accounts in the accounts receivable and accounts payable ledgers are kept in alphabetical order.

T 7. Most source documents are prenumbered.

T 8. An account should always show up-to-date information on transactions.

T 9. A check register must be used with voucher checks.

F 10. The cash balance is recorded in the cash payments journal.

D. SALES SLIP DESIGN

Directions: Use a blank sheet of paper and a ruler to design the following:

Design an original sales slip that could be used by a hardware company. Draw lines and label the information that would be placed on the lines drawn.

Note: Designs will vary.

E. ESSAY

Directions: Discuss each item using complete sentences.

1. List and explain at least four decisions a business person would make based upon inventory information.
    a. The inventory would show when to reorder merchandise. Any item that was in short supply would need to be reordered.
    b. A comparison of one inventory against the previously taken inventory would indicate which items moved off the shelves rapidly and which ones did not. A decision about whether to stock an item or not could be made.
    c. A comparison of the physical inventory with the perpetual inventory would cause a decision to be made about store security.
    d. The inventory would help the business person decide the amount of an item to order.
    e. The inventory would help the business person decide the amount of store space to allot to an item.
    f. The business person could decide which items to place on sale to draw customers.

2. Discuss the information that would be important to be included on a sales slip for a charge sale. Include at least five items of information.
    a. The customer's name and address would be essential to show who owed for the merchandise.
    b. The name of the merchandise or its stock number would be important for inventory purposes and for any merchandise the customer might return.
    c. The quantity would be important for inventory and for calculation of the total of the sale.
    d. The price of the item would be important for calculation of the amount the customer owed and for any amount that would need to be credited to the customer's account if the customer returned the merchandise.
    e. The total amount due from the customer would be important for accounting purposes.
    f. The amount of sales tax, if any, would need to be calculated and added to the amount of the sale.
    g. The terms of payment would be important to let the customer know when payment was due and what discount may be taken.

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Class notebook
- Class participation
- Project
- Simulation
- Textbook and/or workbook activities
- Unit test
- Visual displays
- Worksheets

EQUIPMENT AND SUPPLIES

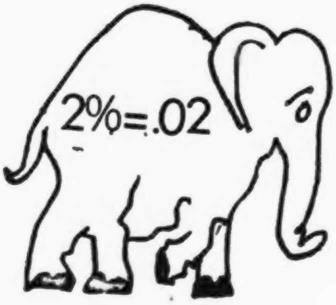
Student

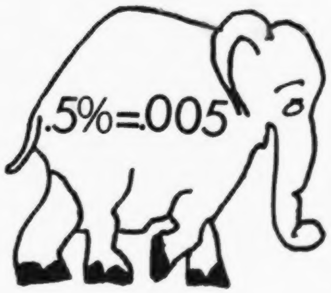
Textbook/Workbook
Notebook
Note Cards
Graph Paper
Newspapers
Magazines
Practice Set
Bulletin Board Supplies
Microcomputers
Cash Register
Calculators

Teacher

Textbook and Manual
Overhead Projector
Transparencies
Film/Filmstrip Projector
Films and Filmstrips
Bulletin Board Supplies
Checklists
Periodicals
Work Sheets
Simulation

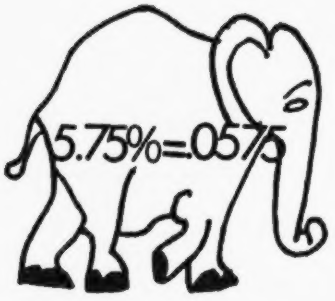
Remember

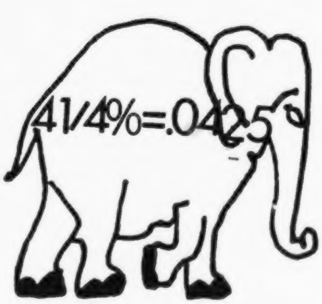




Decimal Placement

For





Sales Tax

BLOSSOM
OUT

GOOD
SALES RECORDS

SUPPLEMENTARY MATERIALS

Filmstrips/Cassettes

Accounting and Bookkeeping Terminology
(Two color filmstrips, two cassettes, program guide, reproducible masters)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Business Math Skills DX1050
(Six color filmstrips, six cassettes, program guide, reproducible masters)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Principles of Accounting DX967
(Twelve color filmstrips, twelve cassettes, program guide, and reproducible masters)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Periodicals

Balance Sheet
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Business Education Forum
(Available only as part of membership in NBEA)
National Business Education Association
1914 Association Drive
Reston, VA 22091

Business Education World
McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

Classroom Computer Learning
Pitman Learning, Inc.
19 Davis Drive
Belmont, CA 94002

Compute!
P. O. Box 5406
Greensboro, NC 27403

Computerworld
C. W. Communications, Inc.
Box 880
375 Cochituate Road
Framingham, MA 01701

Creative Computing
P. O. Box 789-M
Morristown, NJ 07960

80 Micro
Subscription Department
P. O. Box 981
Farmingdale, NY 11737

inCider
The Apple II Journal
C W Communications/Peterborough, Inc.
80 Pine Street
Peterborough, NH 03458

Modern Office Technology
P. O. Box 95795
Cleveland, OH 44101

Office, The
Office Publications, Inc.
1600 Summer Street
Stamford, CT 06904

Online Today
CompuServe Incorporated
5000 Arlington Centre Blvd.
P. O. Box 20212
Columbus, OH 43220

Software News
P. O. Box 542
Winchester, MA 01890

Today's Office
Hearst Business Communications, Inc.
645 Stewart Avenue
Garden City, NY 11530

Vocational Education
The Journal of the American Vocational Association
American Vocational Association, Inc.
2020 N. 14th Street
Arlington, VA 22201

Simulations

Accounting and Bookkeeping DX101R
1985 Standard Edition
(Business Discovery System)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Allen Electronic Service
Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Cosmic Micro Market Practice Set
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75227

Home Heating Company
Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Jeans Plus
Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Kenna's Carpet Mart
Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Pro-Lawn Service
Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Skeeter's Pizza Parlor
Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Software

Get to the Point: Working with Decimals
(Available for Apple II 48K)
Distributed by:
Micro Instructional Systems, Inc.
P. O. Box 3904
New Orleans, LA 70177

Microcomputer Activities for Office Procedures
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75227

Microcomputer Activities for Recordkeeping
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

Money Manager, The
Sterling Swift Publishing Co.
Distributed by:
Micro Instructional Systems, Inc.
P. O. Box 3904
New Orleans, LA 70177

The Profit Center: General Accounting
(Available for IBM-PC)
Distributed by:
Micro Instructional Systems, Inc.
P. O. Box 3904
New Orleans, LA 70177

Teach Yourself the Essentials of Accounting
Addison-Wesley Publishing Company, Inc.
Jacob Way
Reading, MA 01867

Software Sources

Apple Educational Distributors
2 Bicentennial Way
North Providence, RI 02911

The CAI Coordination Center
California State University
Fresno, CA 93740

Huntington Computing Catalog
1945 S. Dairy
Corcoran, CA 93212

MARCK
280 Linden Avenue
Branden, CT 06405

Minnesota Educational Computing Consortium, Inc. (MECC)
2520 Broadway Drive
St. Paul, MN 55113

Queue
5 Chapel Hill Drive
Fairfield, CT 06432

Radio Shack
1400 One Tandy Center
Fort Worth, TX 76102

RESOURCES

Baron, Harold, and Solomon C. Steinfeld. Practical Record Keeping. 4th ed. Cincinnati: South-Western Publishing Company, 1975.

Huffman, Harry, and Jeffrey R. Stewart. General Recordkeeping. 7th ed. Hightstown, NJ: Gregg/McGraw-Hill Book Company, 1976.

Lasselle, Richard C. Recordkeeping. Boston: Houghton Mifflin Company, 1982.

Slaton, Jeffrey. Practical Accounting Procedures. Tarrytown, NY: Prentice-Hall Media, 1983.

Swanson, Robert, Kenton Ross, Robert Hanson, and Lewis Boynton. Century 21 Accounting. 3rd ed. Cincinnati: South-Western Publishing Company, 1983.

Weaver, David, J. Marshall Hanna, M. Herbert Freeman, Edward B. Brower, and James Smiley. Accounting 10/12. 3rd ed. Hightstown, NJ: McGraw-Hill Book Company, 1977.

UNIT VII

BUSINESS PAYROLL RECORDS

INTRODUCTION

In our society millions of persons receive payroll checks on a regular basis. As a result, most individuals feel a need for a basic understanding of payroll recordkeeping. Businesses at the same time are required by law to keep accurate payroll records.

The purpose of this unit is to familiarize students with the methods of computing wages as well as to provide a basic understanding of the deductions made against wages. Learning activities will be provided to introduce practice in the basics of payroll recordkeeping.

COMPETENCIES

1. Become familiar with the basic principles of wage computation.
2. Develop an understanding of payroll deductions.
3. Demonstrate familiarity with payroll recordkeeping through problem-solving situations.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Develop an understanding of the processes used in computing wages.
2. Understand and discuss the various deductions made against wages.
3. Demonstrate an understanding of payroll records through practical applications.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. In class students will be able to find the exact number of hours for which a worker should be paid.
2. On a written test students will be able to identify and discuss the four methods of calculating wages.
3. On a problem test students will be able to calculate wages using the various methods (regular time, overtime, piece-rate, and salary) with at least 75 percent accuracy.

4. Given a list of terms and definitions related to payroll on a written test, students will be able to match the terms with the definitions with at least 75 percent accuracy.

5. On a written test students will be able to list at least three voluntary deductions and three required deductions withheld from wages.

6. In class students will be able to prepare records of earnings and deductions.

7. Given situations in class, students will be able to prepare payroll checks.

8. Students will be able to prepare a two-page report discussing the Wage and Tax Law as it relates to students. (Evaluation will be completed by use of a check sheet.)

METHODOLOGY

The purpose of this unit is to familiarize students with the methods of computing wages as well as to provide basic understanding of the deductions to be made.

Audiovisual aids, guest speakers, simulations, and periodicals will be used to incorporate content not covered in the teacher's lectures.

SUGGESTED INTEREST APPROACHES

1. View audiovisual aids associated with payroll.

2. Invite an employee from the payroll department of a local business to speak on payroll.

3. Have students prepare displays and bulletin boards emphasizing the important aspects of payroll.

4. Assign the reading of articles on payroll and have students report on their findings.

5. Practice the basics of payroll recordkeeping through simulated exercises.

UNIT OUTLINE

BUSINESS PAYROLL RECORDS

I. Wage Computation

- A. Time cards
- B. Methods of calculation
  - 1. regular time
  - 2. overtime
  - 3. piece-rate
  - 4. salary

II. Payroll Deductions

- A. Voluntary deductions
  - 1. insurance
  - 2. retirement
  - 3. savings bonds
  - 4. other
- B. Required deductions
  - 1. federal income taxes
  - 2. FICA
  - 3. state taxes

III. Records of Earnings and Deductions

- A. Payroll register
- B. Employee earnings records

IV. Payroll Checks

- A. Components
- B. Preparation

V. Wage and Tax Law

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. In class students will be able to find the exact number of hours for which a worker should be paid.

Subject Matter Content	Learning Activities
Time cards	1. Discuss the use of time cards for computing wages. 2. Complete a time card showing the number of hours worked during the pay period. 3. Complete textbook and/or workbook activities involving computing the number of hours worked.

2. On a written test students will be able to identify and discuss the four methods of calculating wages.

Subject Matter Content	Learning Activities
Methods of calculation	1. Discuss the various methods of calculating wages. 2. Compare the function of each method (regular time, overtime, piece-rate, and salary). 3. Discuss the types of occupations associated with the different methods of calculating wages.

3. On a problem test students will be able to calculate wages using the various methods (regular time, overtime, piece-rate, and salary) with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Methods of calculation	1. Use computer software involving calculation of wages.

2. Complete textbook and/or workbook activities involving the calculation of wages.

---

4. Given a list of terms and definitions related to payroll on a written test, students will be able to match the terms with the definitions with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Payroll terminology	1. Prepare a notebook with terms and definitions related to payroll. (Appendix A) 2. React to a presentation given by a payroll clerk. 3. Play a game to reinforce payroll terms. (Appendix B)

---

5. On a written test students will be able to list at least three voluntary deductions and three required deductions withheld from wages.

Subject Matter Content	Learning Activities
Payroll Deductions	1. Discuss the kinds of deductions that are made from payroll. 2. Prepare a bulletin board display that will compare the kinds of payroll deductions. 3. Read and discuss magazine articles about the different kinds of payroll deductions.

---

6. In class students will be able to prepare records of earnings and deductions.

Subject Matter Content	Learning Activities
Employees earnings records	1. Discuss the preparation of wage and tax statements.

2. View a demonstration on the use of the wage computation book to find wages due employees.

3. Complete textbook and/or workbook activities involving the preparation of wage and tax statements.

4. Complete a simulation or project on wage and tax statements.

---

7. Given situations in class, students will be able to prepare payroll checks.

Subject Matter Content	Learning Activities
Payroll Checks	1. Discuss the components of payroll checks. 2. Complete textbook and/or workbook activities involving the preparation of payroll checks.

---

8. Students will be able to prepare a two-page report discussing the Wage and Tax Law as it relates to students. (Evaluation will be completed by use of a check sheet.)

Subject Matter Content	Learning Activities
Wage and Tax Law	1. Discuss the basic sections of the Wage and Tax Law. 2. Prepare a written report on how the Wage and Tax Law affects the teenage worker. (Appendix C) 3. Present findings to the class.

APPENDIX A

VOCABULARY WORDS

accumulated earnings
allowances
benefits
biweekly
bonus
calculate
contribution
deduction
employee earning record
exemption
FICA tax
gross pay
minimum wage
net pay
overtime
payroll register
piece-rate
regular time
salary
semimonthly
schedule
tax guide
tax law
tax rate
time card
wage
wage computation
withholding tax

APPENDIX B

WORD FIND GAME--BUSINESS PAYROLL RECORDS

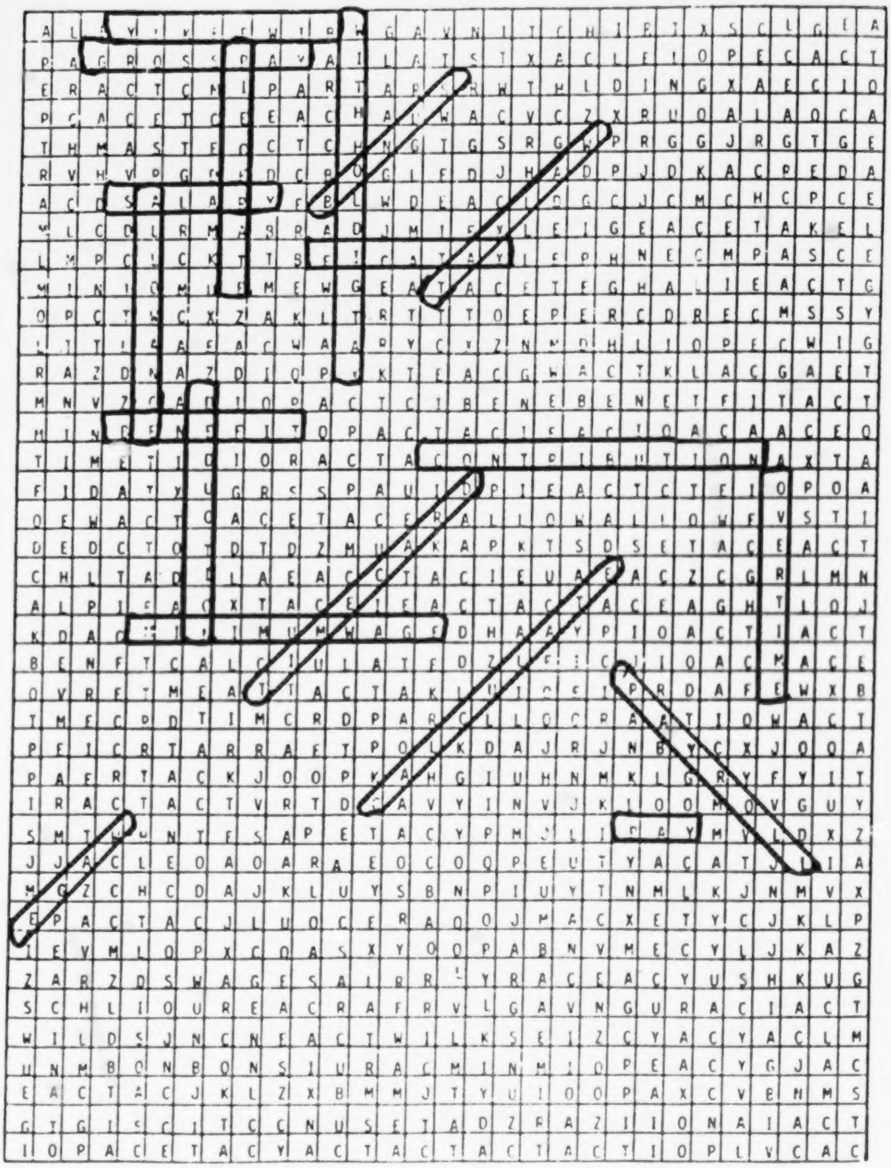
A	L	E	Y	L	K	E	F	W	I	B	W	G	A	V	N	I	T	C	H	I	R	T	X	S	C	L	G	E	A
P	A	G	R	O	S	S	P	A	Y	A	I	L	A	T	S	T	X	A	C	L	F	I	O	P	E	C	A	C	T
E	R	A	C	T	C	M	I	P	A	R	T	A	R	S	R	W	T	H	L	D	I	N	G	X	A	E	C	I	O
P	C	A	C	E	T	C	E	E	A	C	H	A	U	W	A	C	V	C	Z	X	R	U	O	A	L	A	O	C	A
T	H	M	A	S	T	E	C	C	T	C	H	N	G	T	G	S	R	G	W	P	R	G	G	J	R	G	T	G	E
R	V	H	V	R	G	D	E	D	C	B	O	G	L	F	D	J	H	A	D	P	J	D	K	A	C	R	E	D	A
A	C	D	S	A	L	A	R	Y	E	B	L	W	D	E	A	C	L	D	G	C	J	C	M	C	H	C	P	C	E
M	L	C	D	L	R	M	A	B	R	A	D	J	M	I	E	X	L	E	I	G	E	A	C	E	T	A	K	E	L
L	M	P	C	L	C	K	T	T	B	F	I	C	A	T	A	X	I	F	P	H	N	E	C	M	P	A	S	C	E
M	I	N	I	O	M	U	E	M	E	W	G	E	A	T	A	C	E	T	F	G	H	A	L	I	E	A	C	T	G
O	P	C	T	W	C	X	Z	A	K	L	T	R	T	T	T	O	E	P	E	R	C	D	R	E	C	M	S	S	Y
L	T	T	L	A	A	E	A	C	W	A	A	R	Y	C	X	Z	N	M	D	H	L	I	O	P	E	C	W	I	G
R	A	Z	D	N	A	Z	D	I	O	P	X	K	T	E	A	C	G	W	A	C	T	K	L	A	C	G	A	E	T
M	N	V	Z	C	A	D	I	O	P	A	C	T	C	I	B	E	N	E	B	E	N	E	T	F	I	T	A	C	T
M	I	N	B	E	N	E	F	I	T	O	P	A	C	T	A	C	I	E	A	C	I	O	A	C	A	A	C	E	O
T	I	M	E	T	I	D	I	O	R	A	C	T	A	C	O	N	T	R	I	B	U	T	I	O	N	A	X	T	A
F	I	D	A	T	X	U	G	R	S	S	P	A	U	I	D	P	I	E	A	C	T	C	T	E	I	O	P	O	A
O	E	W	A	C	T	C	A	C	E	T	A	C	E	R	A	L	L	O	W	A	L	L	O	W	E	V	S	T	I
D	E	D	C	T	O	T	D	T	D	Z	M	U	A	K	A	P	K	T	S	D	S	E	T	A	C	E	A	C	T
C	H	L	T	A	D	I	L	A	E	A	C	C	T	A	C	I	E	U	A	E	A	C	Z	C	G	R	L	M	N
A	L	P	I	E	A	O	X	T	A	C	E	I	E	A	C	T	A	C	T	A	C	E	A	G	H	T	L	O	J
K	D	A	C	M	I	N	I	M	U	M	W	A	G	E	D	H	A	A	Y	P	I	O	A	C	T	I	A	C	T
B	E	N	F	T	C	A	L	C	I	U	L	A	T	E	D	Z	L	F	I	C	J	I	O	A	C	M	A	C	E
O	V	R	E	T	M	E	A	T	T	A	C	T	A	K	L	U	I	O	E	I	P	R	D	A	F	E	W	X	B
T	M	E	C	R	D	T	I	M	C	R	D	P	A	R	C	L	L	O	O	R	A	A	T	I	O	W	A	C	T
P	E	I	C	R	T	A	R	R	A	E	T	P	O	L	K	D	A	J	R	J	N	B	Y	C	X	J	O	O	A
P	A	F	R	T	A	C	K	J	O	O	P	K	A	H	G	I	U	H	N	M	K	L	G	R	Y	F	Y	I	T
I	R	A	C	T	A	C	T	V	R	T	D	C	A	V	Y	I	N	V	J	K	L	O	O	M	O	V	G	U	Y
S	M	T	W	H	N	T	E	S	A	P	E	T	A	C	Y	P	M	J	L	I	P	A	Y	M	V	L	D	X	Z
J	J	A	C	L	E	O	A	O	A	R	A	E	O	C	O	Q	P	E	U	T	Y	A	C	A	T	J	L	I	A
M	G	Z	C	H	C	D	A	J	K	L	U	Y	S	B	N	P	I	U	Y	T	N	M	L	K	J	N	M	V	X
E	P	A	C	T	A	C	J	L	U	O	C	E	R	A	O	O	J	M	A	C	X	E	T	Y	C	J	K	L	P
I	E	V	M	L	O	P	X	C	O	A	S	X	Y	O	O	P	A	B	N	V	M	E	C	Y	L	J	K	A	Z
Z	A	R	Z	D	S	W	A	G	E	S	A	I	R	R	I	Y	R	A	C	E	A	C	Y	U	S	H	K	U	G
S	C	H	L	I	O	U	R	E	A	C	R	A	F	R	V	L	G	A	V	N	G	U	R	A	C	I	A	C	T
W	I	L	D	S	J	N	C	N	E	A	C	T	W	I	L	K	S	E	I	Z	C	Y	A	C	Y	A	C	L	M
U	N	M	B	O	N	B	O	N	S	I	U	R	A	C	M	I	N	M	I	O	P	E	A	C	Y	G	J	A	C
E	A	C	T	A	C	J	K	L	Z	X	B	M	M	J	T	Y	U	I	O	O	P	A	X	C	V	B	N	M	S
G	T	G	I	S	C	I	T	C	C	N	U	S	E	T	A	D	Z	R	A	Z	I	I	O	N	A	I	A	C	T
I	O	P	A	C	E	T	A	C	Y	A	C	T	A	C	T	A	C	T	A	C	T	I	O	P	L	V	C	A	C

Directions: Locate the following words in the puzzle.

allowance
benefit
biweekly
bonus
calculate
contribution
deduction
FICA tax
gross pay
minimum pay
overtime
pay
payroll
piece-rate
salary
tax law
time card
wage
withholding tax

APPENDIX B

ANSWER KEY



APPENDIX C

WRITTEN REPORT EVALUATION

Student's Name____________________

**10 is the highest possible score in each category.

POINTS CATEGORIES AND COMMENTS

_______ 1. Neatness--(comments)________________________________

____

_______ 2. Spelling--(comments)________________________________

____

_______ 3. Grammar--(comments)________________________________

____

_______ 4. Contents--(comments)________________________________

____

_______ 5. Format--(comments)________________________________

____

_______ TOTAL POINTS

_______ GRADE

UNIT TEST

BUSINESS PAYROLL RECORDS

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement and write the letter that represents your answer in the space next to each statement.

Column A

_____ 1. Card that shows the hours an employee worked during a pay period.

_____ 2. Earnings before deductions.

_____ 3. Gross earnings less deductions; take-home pay.

_____ 4. Tables used to compute the amount of federal income tax to be withheld from an employee's paycheck.

_____ 5. Percentage of employee's gross earnings up to a maximum annual amount.

_____ 6. Records of hours, earnings, and deductions for all employees for each payperiod.

_____ 7. Something that is subtracted from an individual's gross pay.

_____ 8. Earnings paid to employees for nonworking hours and payments to insurance and retirement programs.

_____ 9. Every two weeks.

_____10. Twice a month.

_____11. Income tax deduction from a worker's pay.

Column B

A. Benefits
B. Biweekly
C. Bonus
D. Calculate
E. Contribution
F. Deduction
G. Employee earnings record
H. FICA tax
I. Gross pay
J. Minimum wage
K. Net pay
L. Overtime
M. Payroll register
N. Piece-rate
O. Regular time
P. Salary
Q. Semimonthly
R. Tax guide
S. Time card
T. Withholding tax

UNIT TEST continued

_____12. Donation by an individual for a predetermined reason.

_____13. To compute or figure with numbers.

_____14. Time an employee works beyond the regular assigned hours.

_____15. Extra payment given for superior achievement.

_____16. Method by which employees are paid a certain amount for each item produced or each task performed.

_____17. Method by which employees receive regular, periodic wages for services rendered.

_____18. Detailed record of an employee's earnings and deductions.

_____19. Method by which employees are paid according to the hourly rate plan for each hour worked.

_____20. Base pay required by the Fair Labor Standards Act.

B. ESSAY

Directions: Identify and discuss briefly in complete sentences the four methods of calculating wages.

1.

2.

3.

4.

C. LISTING

Directions: List three voluntary and three required payroll deductions withheld from wages.

1. Voluntary deductions

   a.

   b.

   c.

2. Required deductions

   a.

   b.

   c.

UNIT TEST

ANSWER KEY

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement and write the letter that represents your answer in the space next to each statement.

Column A

S 1. Card that shows the hours an employee worked during a pay period.

I 2. Earnings before deductions.

K 3. Gross earnings less deductions; take-home pay.

R 4. Tables used to compute the amount of federal income tax to be withheld from an employee's paycheck.

H 5. Percentage of employee's gross earnings up to a maximum annual amount.

M 6. Records of hours, earnings, and deductions for all employees for each pay-period.

F 7. Something that is subtracted from an individual's gross pay.

A 8. Earnings paid to employees for nonworking hours and payments to insurance and retirement programs.

B 9. Every two weeks.

Q 10. Twice a month.

T 11. Income tax deduction from a worker's pay.

Column B

A. Benefits

B. Biweekly

C. Bonus

D. Calculate

E. Contribution

F. Deduction

G. Employee earnings record

H. FICA tax

I. Gross pay

J. Minimum wage

K. Net pay

L. Overtime

M. Payroll register

N. Piece-rate

O. Regular time

P. Salary

Q. Semimonthly

R. Tax guide

S. Time card

T. Withholding tax

UNIT TEST continued

E 12. Donation by an individual for a predetermined reason.

D 13. To compute or figure with numbers.

L 14. Time an employee works beyond the regular assigned hours.

C 15. Extra payment given for superior achievement.

N 16. Method by which employees are paid a certain amount for each item produced or each task performed.

P 17. Method by which employees receive regular, periodic wages for services rendered.

G 18. Detailed record of an employee's earnings and deductions.

O 19. Method by which employees are paid according to the hourly rate plan for each hour worked.

J 20. Base pay required by the Fair Labor Standards Act.

B. ESSAY

Directions: Identify and discuss briefly in complete sentences the four methods of calculating wages.

1. Employees paid on regular time receive wages according to an hourly work plan for each hour worked.
2. Employees receiving overtime pay are paid a special rate (based on regular rate) for time worked beyond the regular 40 hours in any week.

UNIT TEST continued

3. Employees receiving piece-rate wages are paid according to the amount of items produced.

4. Salaried employees are paid a fixed amount for each payroll period.

C. LISTING

Directions: List three voluntary and three required payroll deductions withheld from wages.

1. Voluntary deductions
    a. insurance
    b. retirement
    c. savings bonds

2. Required deductions
    a. federal withholding taxes
    b. state taxes
    c. FICA

PROBLEM TEST

Directions: For each of the following situations, compute gross pay. Label the parts of each problem as regular time, overtime, and gross pay.

1. Bob Johnson receives a regular hourly rate of $6.20. During one week he worked 43 hours. He receives time and a half for overtime.

2. Joan Wade receives a regular hourly rate of $3.75. During one week she worked 39 hours.

3. Bill Williams receives a salary of $200 for a 40-hour week. One week he worked 37 hours, taking off 3 hours for personal business.

4. Mary O'Neil receives double-time pay for all overtime worked. Her regular rate of pay is $5 an hour. During one week she worked 45 hours.

5. Allen Donovan receives a salary of $1,000 a month for working a regular 40-hour week. One month he worked 6 hours overtime.

6. Martin Hart works in a factory where he assembles parts for electronic games. His piece-rate is 80 cents. During one week he completed 210 items.

7. Norman Smith receives the following piece-rate for the machines on which he works: $2.40 for each typewriter, $2.60 for each calculator, and $1.20 for each simple machine. During one week he worked on 25 typewriters, 60 calculators, and 10 simple machines.

8. Bobbie Smith receives a regular pay rate of $11.40. During one week she worked 40 hours.

PROBLEMS TEST

ANSWER KEY

Directions: For each of the following situations, compute gross pay. Label the parts of each problem as regular time, overtime, and gross pay.

1. Bob Johnson receives a regular hourly rate of $6.20. During one week he worked 43 hours. He receives time and a half for overtime.
   $6.20 X 40 = $248.00 regular pay
   $6.20 X 1.5 = $9.30 X 3 = 27.90 overtime pay
   $275.90 gross pay

2. Joan Wade receives a regular hourly rate of $3.75. During one week she worked 39 hours.
   $3.75 X 39 = $146.25 gross pay

3. Bill Williams receives a salary of $200 for a 40-hour week. One week he worked 37 hours, taking off 3 hours for personal business.
   $200 -- 40 = $5 per hour
   $5 X 37 = $185 gross pay

4. Mary O'Neil receives double-time pay for all overtime worked. Her regular rate of pay is $5 an hour. During one week she worked 45 hours.
   $5 X 40 = $200 regular pay
   $10 X 5 = 50 overtime pay
   $250 gross pay

5. Allen Donovan receives a salary of $1,000 a month for working a regular 40-hour week. One month he worked 6 hours overtime.
   $1,000 gross pay as he is on a monthly salary.

6. Martin Hart works in a factory where he assembles parts for electronic games. His piece-rate is 80 cents. During one week he completed 210 items.
   $210 X .80 = $168 gross pay

PROBLEM TEST continued

7. Norman Smith receives the following piece-rate for the machines on which he works: $2.40 for each typewriter, $2.60 for each calculator, and $1.20 for each simple machine. During one week he worked on 25 typewriters, 60 calculators, and 10 simple machines.

   $2.40 X 25 = $ 60
   $2.60 X 60 = 156
   $1.20 X 10 = 12
   $228 gross pay

8. Bobbie Smith receives a regular pay rate of $11.40. During one week she worked 40 hours.

   $11.40 X 40 = $456 gross pay

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Class notebook
- Class participation
- Problem test
- Simulation and/or project
- Time cards
- Unit test
- Visual displays
- Written report

EQUIPMENT AND SUPPLIES

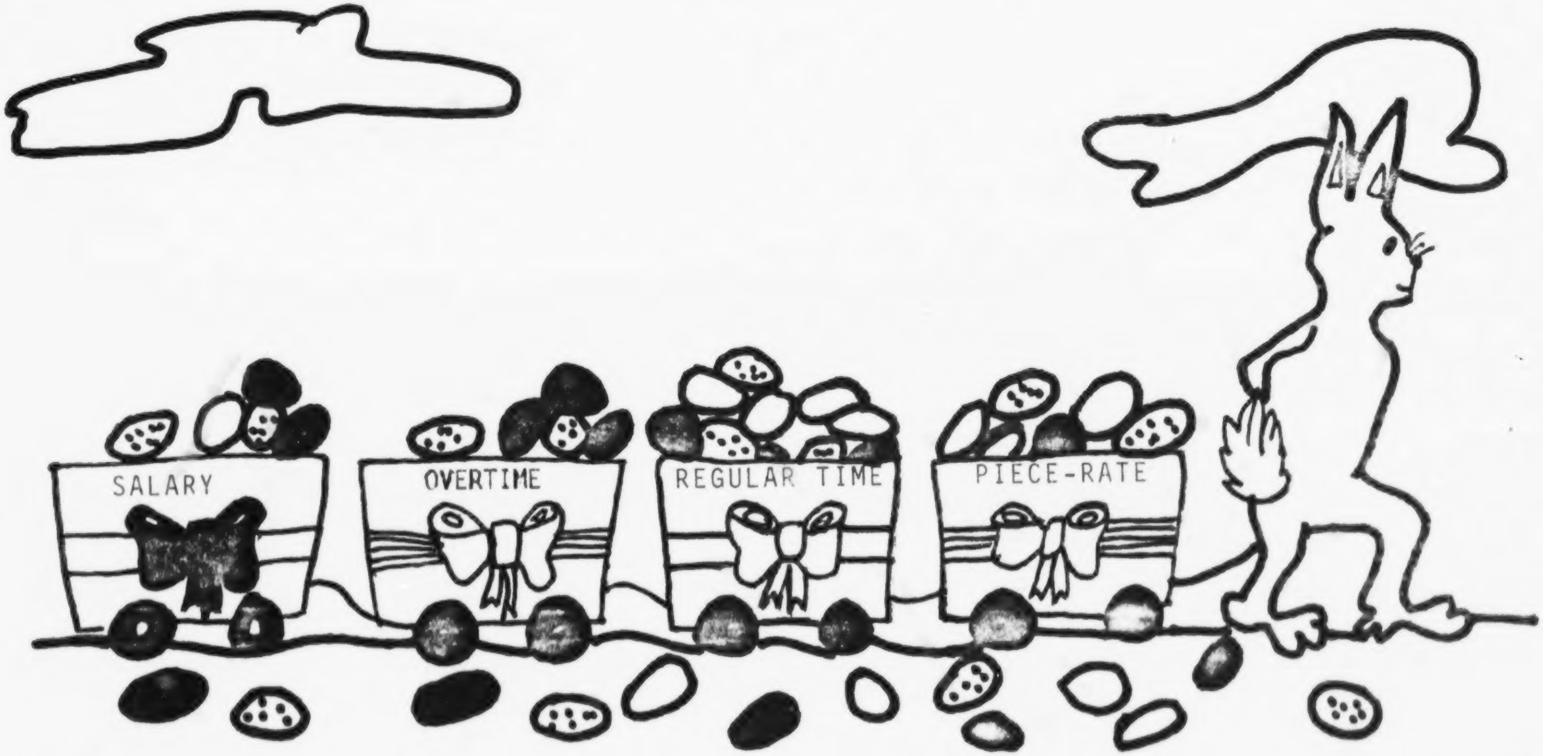
Student

Textbook
Notebook
Newspapers
Magazines
Bulletin Board Supplies
Time Cards
Simulation and/or Project
Workbook
Microcomputers
Calculators

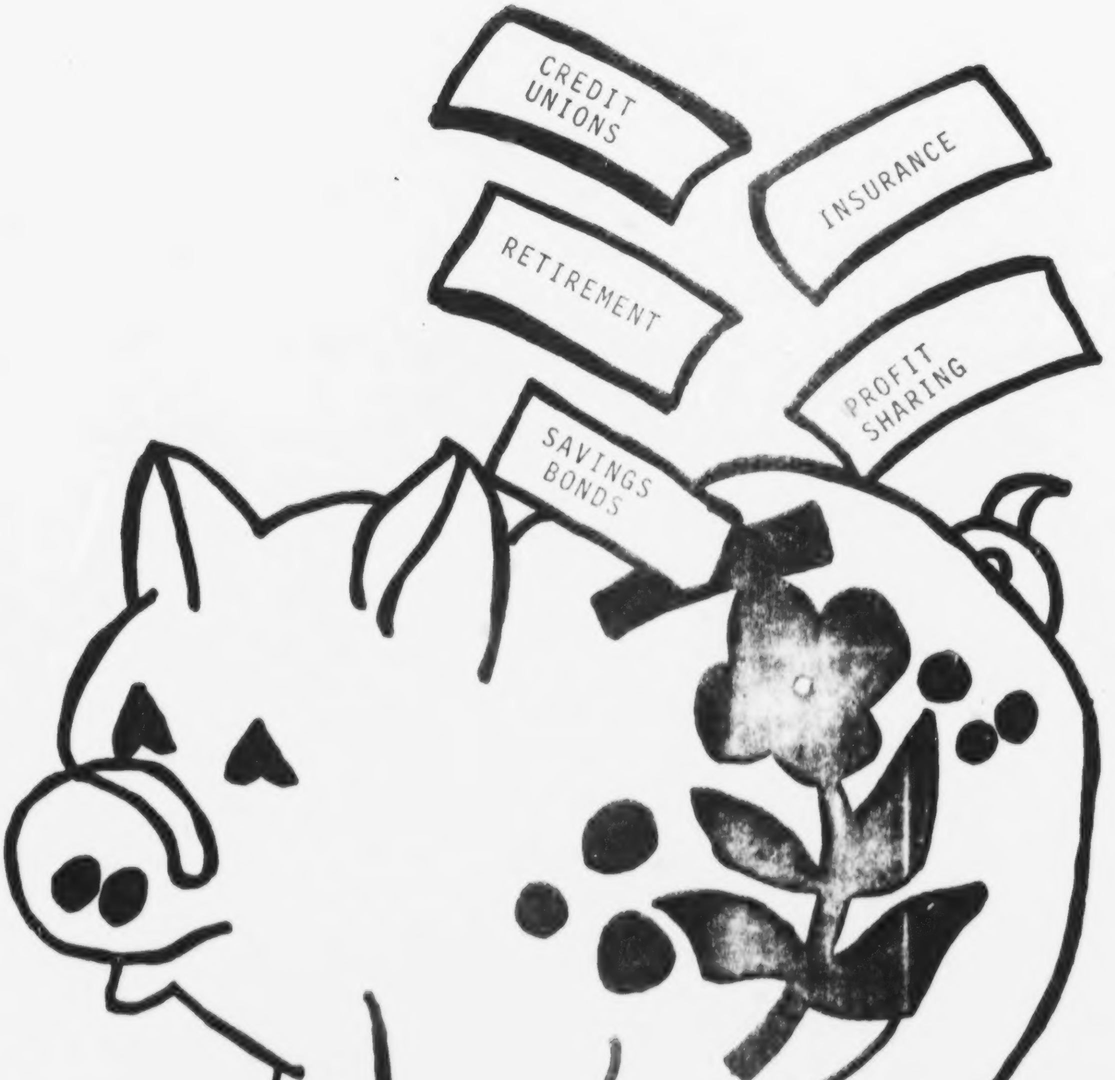
Teacher

Textbook and Manual
Bulletin Board Supplies
Time Cards
Newspapers
Magazines
Simulation and/or Projects
Film and/or Filmstrips
Transparencies
Overhead Projector
Software
Microcomputer

HOW ARE YOUR WAGES COMPUTED?


SALARY
OVERTIME
REGULAR TIME
PIECE-RATE

SAVE WITH VOLUNTARY PAYROLL DEDUCTIONS


CREDIT UNIONS
INSURANCE
RETIREMENT
PROFIT SHARING
SAVINGS BONDS

SUPPLEMENTARY MATERIALS

Filmstrips/Cassettes

Payroll--Business Math Skills
Prentice-Hall Media
150 White Plains Road
Tarrytown, NY 10591

Periodicals

Balance Sheet
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Business Education Forum
National Business Education Association
1914 Association Drive
Reston, VA 22091

Business Education World
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Journal of Accountancy
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Journal of Business Education
Heldref Publications
4000 Albemarle Street N. W.
Washington, DC 20016

Simulations

Accounting Fundamentals, 1980
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 08520

Fish Tank Pegboard Payroll System, 1984
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Payroll Records and Procedures, 1984
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 05820

SUPPLEMENTARY MATERIALS continued

Summit Enterprises, 1983
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

Supersonic Sounds: A Business Recordkeeping Practice Set, 1983
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 05820

Software

Computer Business Applications, (Available for Apple II computers)
Business Applications (4m-500)
Opportunities for Learning, Inc.
20417 Nordhoff Street, Department 9
Chatsworth, CA 91311
(818) 341-2535

Payroll Records and Procedures, 1984
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 05820

Workbooks

Accounting Systems and Selected Applications, 1982
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Century 21 Accounting, 1982
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Projects in Business Recordkeeping, 1985
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Records Management Applications
John Wiley & Sons
605 Third Avenue
New York, NY 10158

RESOURCES

Ackerman, Judy. Business Mathematics. Reston, VA: Reston Publishing Company, Inc., 1981.

Antell, Gerson, and Walter Harris. Economics for Everybody. New York: Amsco, 1980.

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis. Practical Record Keeping. 5th ed. Cincinnati: South-Western Publishing Company, 1981.

Brown, Betty J., and John E. Clow. General Business--Our Business and Economic World. Boston: Houghton Mifflin Company, 1980.

Caldwell, Edward J. Fish Tank Pegboard Payroll System. Cincinnati: South-Western Publishing Company, 1984.

Fiber, Larry, and Jerry Weigle. Applied Business Law. Reston, VA: Reston Publishing Company, Inc., 1983.

Fuller, Robert. Payroll Procedures. Cincinnati: South-Western Publishing Company, 1985.

Guerrieri, Donald J., F. Barry Haber, William B. Hoyt, and Robert E. Turner. Accounting. Advanced Course. Boston: Houghton Mifflin Company, 1985.

Huffman, Harry, and Jeffrey Stewart. General Recordkeeping. 8th ed. Hightstown, NJ: McGraw-Hill Book Company, 1981.

Lasselle, Richard C. RecordKeeping: The Total Concept. Boston: Houghton Mifflin Company, 1982.

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UNIT VIII

ACCOUNTING--FUNDAMENTALS

INTRODUCTION

Businesses are in operation to achieve specific goals. The recording of all business transactions is basic to determining whether a business is successful. Since accurate business records are necessary for assessing a business's performance, there is a need to have a fundamental understanding of the basic accounting cycle.

The purpose of this unit is to familiarize students with the terminology of accounting, the use of the balance sheet, and the relationship of debits and credits in the accounting equation.

COMPETENCIES

1. Become familiar with basic terminology of accounting.
2. Develop a knowledge of the use of a balance sheet in accounting.
3. Understand the relationship of debits and credits in the accounting equation.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Understand and discuss the terms of basic accounting.
2. Understand the function of the accounting equation.
3. Develop a detailed understanding of the balance sheet as it relates to the accounting process.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test students will be able to match a list of accounting terms with their definitions with at least 75 percent accuracy.
2. In class students will be able to explain the use of the accounting equation and its relationship to the balance sheet.

3. On a written test students will be able to complete accounting equation problems with at least 75 percent accuracy.

4. On a written test students will be able to label the parts of a balance sheet with at least 75 percent accuracy.

5. In class students will be able to explain the differences between assets, liabilities, and owner's equity.

6. Given a list of items on a written test, students will be able to identify them as assets, liabilities, or owner's equity with at least 75 percent accuracy.

7. Given accounting data in class, students will be able to complete a balance sheet.

8. Given accounting data in class, students will be able to open T accounts.

9. In a classroom activity, students will be able to calculate changes in asset, liability, and owner's equity accounts.

10. Given accounting data on a written test, students will be able to make entries into T accounts and calculate account balances with at least 75 percent accuracy.

METHODOLOGY

The purpose of this unit is to familiarize students with the terminology of accounting, the use of the balance sheet, and the relationship of debits and credits to the accounting equation.

Periodicals, field trips, guest speakers, audiovisual aids, and computer activities will be used to enhance the content covered in the teacher's lectures.

SUGGESTED INTEREST APPROACHES

1. View audiovisual aids associated with accounting fundamentals.

2. Have students prepare displays and bulletin boards to emphasize important aspects of the unit.

3. Invite an accountant to speak on the accounting profession.

4. Plan a field trip to the accounting department of a large firm.

5. Have students complete a balance sheet using a computer simulation.

UNIT OUTLINE

ACCOUNTING--FUNDAMENTALS

I. Accounting Terms

   A. Assets
   B. Liabilities
   C. Owner's equity

II. Balance Sheet

   A. Accounting equation
   B. Form of balance sheet
   C. Assets
   D. Liabilities
   E. Owner's equity

III. Debits and credits

   A. T accounts
   B. Normal balances
   C. Opening of accounts
   D. Changes in asset accounts
   E. Changes in liability accounts
   F. Changes in owner's equity
   G. Account balances

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

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1. On a written test students will be able to match a list of accounting terms with their definitions with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Accounting Terms	1. View an audiovisual aid concerning basic accounting terms. 2. Read and discuss terminology associated with accounting.

3. Prepare a bulletin board display of accounting terms.
4. Complete a word find puzzle. (Appendix A)
5. Prepare note cards with words and definitions related to accounting.
6. Organize two teams and compete in a word/definition bee game using accounting terms. (Offer points for correct responses.)

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2. In class students will be able to explain the use of the accounting equation and its relationship to the balance sheet.

Subject Matter Content	Learning Activities
Accounting equation	1. View an audiovisual aid illustrating the accounting equation. 2. Make a transparency that illustrates the accounting equation and its relationship to the balance sheet. 3. Answer questions about the accounting equation using textbook and/or workbook activities.

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3. On a written test students will be able to complete accounting equation problems with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Accounting equation	1. View an audiovisual aid that illustrates the accounting equation and its relationship to the balance sheet. 2. View a transparency that illustrates the mathematical process of finding the missing value of the accounting equation.

3. Solve problems using the accounting equation from textbook and/or workbook activities.

---

4. On a written test, students will be able to label the parts of a balance sheet with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Form of balance sheet	1. View transparencies that illustrate the parts of the balance sheet. 2. View an audiovisual aid illustrating the balance sheet. 3. Prepare a balance sheet, using textbook and/or workbook activities. 4. Illustrate on a poster the sections of a balance sheet.

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5. In class students will be able to explain the differences between assets, liabilities, and owner's equity.

Assets, Liabilities, and Owner's Equity	1. View a transparency that illustrates assets, liabilities, and owner's equity. 2. Organize a "School Color Game," dividing the class into two teams. The teams will compete in identifying examples of assets, liabilities, and owner's equity. (Appendix B) 3. Collect samples of balance sheets from various companies. 4. Discuss the different assets, liabilities, and owner's equities listed on the samples collected.

6. Given a list of items on a written test, students will be able to identify them as assets, liabilities, or owner's equity with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Assets, Liabilities, and Owner's Equity	1. View a transparency that illustrates the distinction of assets, liabilities, and owner's equity. 2. Classify assets, liabilities, and owner's equity using textbook and/or workbook activities.

7. Given accounting data in class, students will be able to complete a balance sheet.

Subject Matter Content	Learning Activities
Balance Sheet	1. View transparencies that illustrate how a balance sheet is prepared. 2. Complete a balance sheet using textbook and/or workbook activities. 3. View an audiovisual aid illustrating the balance sheet. 4. Complete a balance sheet using a computer simulation.

8. Given accounting data in class, students will be able to open T accounts.

Subject Matter Content	Learning Activities
T accounts Normal balances	1. View a transparency illustrating opening an account. 2. Draw a T account and label the debit and credit sides.

3. As a small-group activity, discuss the relationship of the balance sheet with T accounts.
4. Using T accounts, write the titles and record the balances for accounts from a textbook and/or workbook problem.
5. Complete textbook and/or workbook problems involving T accounts.

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9. In a classroom activity students will be able to calculate changes in asset, liability, and owner's equity accounts.

Subject Matter Content	Learning Activities
Changes in accounts	1. View transparencies that illustrate increases and decreases in the balance sheet accounts. 2. Detect the kinds of transactions that can change an asset account using textbook and/or workbook problems. 3. Given various transactions, prepare note cards showing which side of the T account effects an increase in the balance sheet accounts and which side effects a decrease. 4. In small groups, record changes in asset, liability, and owner's equity accounts using textbook and/or workbook activities.

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10. Given accounting data on a written test, students will be able to make entries into T accounts and calculate account balances with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Changes in accounts	1. Record changes in asset, liability, and owner's equity accounts using textbook and/or workbook activities.

	2. Write a report on steps involved in calculating account balances.
Account balances	3. View transparencies that illustrate the calculation of account balances.
	4. Complete textbook and/or workbook problems involving T account balances.
	5. Complete T account activities using a computer simulation.

APPENDIX A

WORD SEARCH

Account
Account form
Accountant
Accounting
Accounting clerk
Accounts payable
Accounts receivable
Assets
Balance sheet
Balance side
Basic accounting equation
Business equity
Capital
Certified public accountant
Charter
Corporation
Credit
Creditor
Debit
Double-entry accounting
Expenses
Equity
Fiscal period
General bookkeeper
Going concern
Liabilities
Loss
On account
Owner's equity
Partnership
Profit
Property
Property rights
Proprietorship
Report form
Revenue
Sole proprietorship
T accounts
Transaction
Withdrawal

APPENDIX A

WORD SEARCH

S	A	F	A	V	I	N	A	G	O	P	A	C	T	A	C	T	E	I	S	C	A	L	P	E	R	I	O	D	O
B	U	S	I	N	E	S	S	E	Q	U	I	T	Y	C	I	O	P	C	A	C	T	I	O	P	T	E	E	Q	R
A	C	T	S	C	T	A	C	N	C	T	A	C	T	A	J	U	I	T	R	C	V	B	N	M	K	L	A	U	O
Q	W	C	A	E	C	T	A	E	A	I	P	R	O	P	E	R	T	Y	R	I	G	H	T	S	P	M	A	B	Z
Z	X	C	T	A	T	C	G	R	A	C	G	O	P	C	A	V	Z	C	O	T	R	A	V	N	M	A	Q	L	O
A	B	P	U	I	E	S	A	A	C	C	O	U	N	T	S	R	E	C	E	I	V	A	B	L	E	C	T	E	A
T	A	R	E	W	A	C	T	L	A	C	I	C	A	T	G	E	O	U	E	A	B	V	N	M	P	Q	W	E	C
R	L	N	B	B	A	C	W	B	A	K	N	P	C	N	M	X	E	A	C	T	C	H	K	L	R	E	A	N	C
A	A	P	C	A	T	C	X	O	N	C	G	W	E	A	C	P	O	P	E	C	A	V	E	N	M	Z	A	T	E
N	N	R	T	S	C	Y	O	O	B	C	C	O	P	C	A	E	C	A	M	B	A	E	W	M	L	O	P	R	A
S	C	E	W	I	C	T	I	K	A	C	O	P	M	N	C	N	X	D	Z	A	E	C	G	J	K	A	C	Y	T
A	E	R	M	C	Z	C	E	K	A	U	[illegible]	I	O	A	C	S	U	E	C	A	C	T	O	P	W	Q	Z	A	C
C	S	O	R	A	A	C	R	E	T	R	C	H	A	R	T	E	R	V	B	N	N	A	E	W	A	C	T	C	C
T	I	W	O	C	C	B	N	E	C	R	E	D	I	T	E	S	O	M	N	A	A	C	C	X	Z	B	M	C	L
I	D	N	W	C	C	K	L	P	B	O	R	K	E	E	P	E	R	O	T	R	T	C	A	C	T	A	C	O	A
O	E	E	T	O	I	P	O	E	O	Q	N	C	T	C	T	C	E	N	A	E	C	O	O	P	C	A	C	U	A
N	E	R	C	U	A	E	C	R	C	T	C	L	I	E	A	C	U	A	O	E	P	U	C	T	E	A	C	N	A
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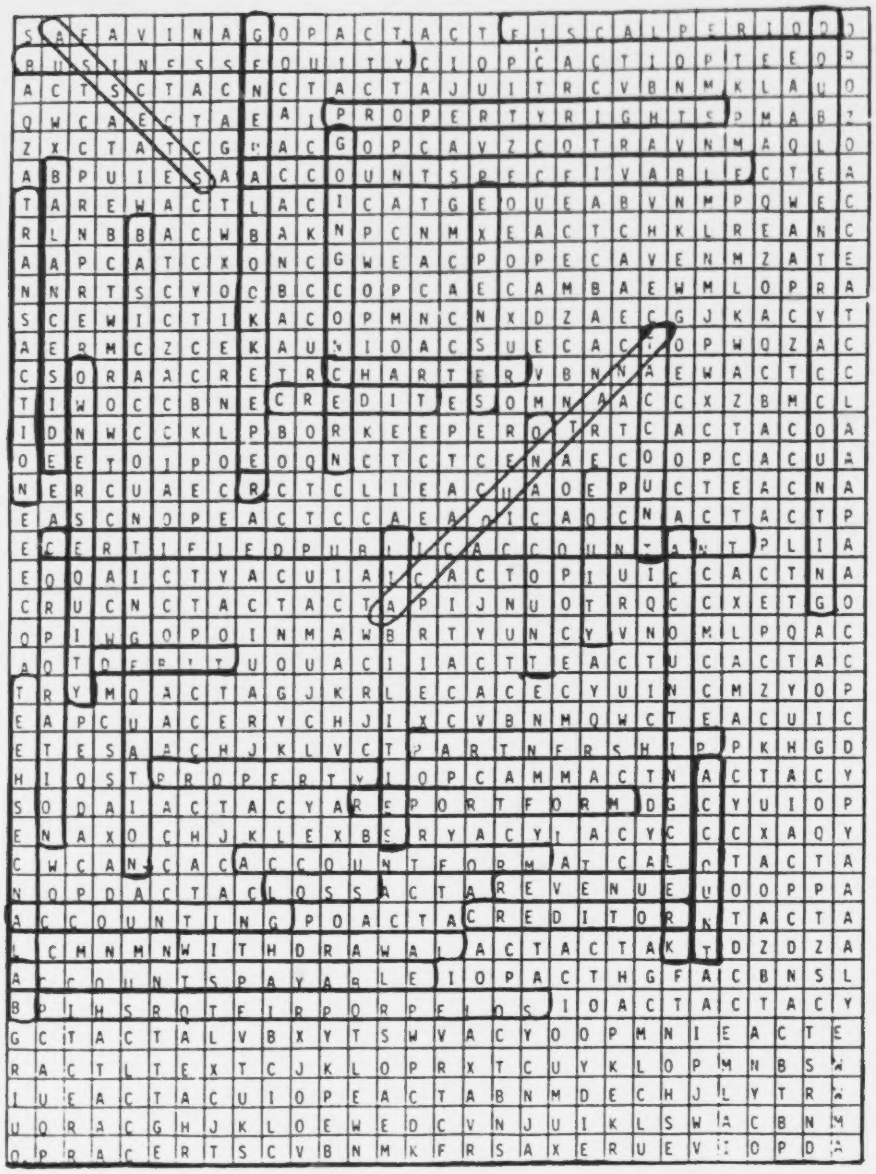
E	C	E	R	T	I	F	I	E	D	P	U	B	L	I	C	A	C	C	O	U	N	T	A	N	T	P	L	I	A
E	O	Q	A	I	C	T	Y	A	C	U	I	A	I	C	A	C	T	O	P	I	U	I	C	C	A	C	T	N	A
C	R	U	C	N	C	T	A	C	T	A	C	T	A	P	I	J	N	U	O	T	R	Q	C	C	X	E	T	G	O
O	P	I	W	G	O	P	O	I	N	M	A	W	B	R	T	Y	U	N	C	Y	V	N	O	M	L	P	Q	A	C
A	O	T	D	E	B	I	T	U	O	U	A	C	I	I	A	C	T	T	E	A	C	T	U	C	A	C	T	A	C
T	R	Y	M	Q	A	C	T	A	G	J	K	R	L	E	C	A	C	E	C	Y	U	I	N	C	M	Z	Y	O	P
E	A	P	C	U	A	C	E	R	Y	C	H	J	I	X	C	V	B	N	M	Q	W	C	T	E	A	C	U	I	C
E	T	E	S	A	A	C	H	J	K	L	V	C	T	P	A	R	T	N	E	R	S	H	I	P	P	K	H	G	D
H	I	Q	S	T	P	R	O	P	E	R	T	Y	I	O	P	C	A	M	M	A	C	T	N	A	C	T	A	C	Y
S	O	D	A	I	A	C	T	A	C	Y	A	R	E	P	O	R	T	F	O	R	M	D	G	C	Y	U	I	O	P
E	N	A	X	O	C	H	J	K	L	E	X	B	S	R	Y	A	C	Y	I	A	C	Y	C	C	C	X	A	Q	Y
C	W	C	A	N	C	A	C	A	C	C	O	U	N	T	F	O	R	M	A	T	C	A	L	O	T	A	C	T	A
N	O	P	D	A	C	T	A	C	L	O	S	S	A	C	T	A	R	E	V	E	N	U	E	U	O	O	P	P	A
A	C	C	O	U	N	T	I	N	G	P	O	A	C	T	A	C	R	E	D	I	T	O	R	N	T	A	C	T	A
L	C	M	N	M	N	W	I	T	H	D	R	A	W	A	L	A	C	T	A	C	T	A	K	T	D	Z	D	Z	A
A	C	C	O	U	N	T	S	P	A	Y	A	B	L	E	I	O	P	A	C	T	H	G	F	A	C	B	N	S	L
B	P	I	H	S	R	O	T	E	I	R	P	O	R	P	E	L	O	S	I	O	A	C	T	A	C	T	A	C	Y
G	C	T	A	C	T	A	L	V	B	X	Y	T	S	W	V	A	C	Y	O	O	P	M	N	I	E	A	C	T	E
R	A	C	T	L	T	E	X	T	C	J	K	L	O	P	R	X	T	C	U	Y	K	L	O	P	M	N	B	S	W
I	U	E	A	C	T	A	C	U	I	O	P	E	A	C	T	A	B	N	M	D	E	C	H	J	L	Y	T	R	W
U	O	R	A	C	G	H	J	K	L	O	E	W	E	D	C	V	N	J	U	I	K	L	S	W	A	C	B	N	M
O	P	R	A	C	E	R	T	S	C	V	B	N	M	K	F	R	S	A	X	E	R	U	E	V	I	O	P	D	A

APPENDIX A

ANSWER KEY



S	A	F	A	V	I	N	A	G	O	P	A	C	T	A	C	T	F	I	S	C	A	L	P	E	R	I	O	D	O
B	U	S	I	N	E	S	S	E	Q	U	I	T	Y	C	I	O	P	C	A	C	T	I	O	P	T	E	E	O	P
A	C	T	S	C	T	A	C	N	C	T	A	C	T	A	J	U	I	T	R	C	V	B	N	M	K	L	A	U	O
Q	W	C	A	E	C	T	A	E	A	I	P	R	O	P	E	R	T	Y	R	I	G	H	T	S	P	M	A	B	Z
Z	X	C	T	A	T	C	G	R	A	C	G	O	P	C	A	V	Z	C	O	T	R	A	V	N	M	A	Q	L	O
A	B	P	U	I	E	S	A	A	C	C	O	U	N	T	S	R	E	C	E	I	V	A	B	L	E	C	T	E	A
T	A	R	E	W	A	C	T	L	A	C	I	C	A	T	G	E	O	U	E	A	B	V	N	M	P	Q	W	E	C
R	L	N	B	B	A	C	W	B	A	K	N	P	C	N	M	X	E	A	C	T	C	H	K	L	R	E	A	N	C
A	A	P	C	A	T	C	X	O	N	C	G	W	E	A	C	P	O	P	E	C	A	V	E	N	M	Z	A	T	E
N	N	R	T	S	C	Y	O	C	B	C	C	O	P	C	A	E	C	A	M	B	A	E	W	M	L	O	P	R	A
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E	C	E	R	T	I	F	I	E	D	P	U	B	L	I	C	A	C	C	O	U	N	T	A	N	T	P	L	I	A
E	O	Q	A	I	C	T	Y	A	C	U	I	A	I	C	A	C	T	O	P	I	U	I	C	C	A	C	T	N	A
C	R	U	C	N	C	T	A	C	T	A	C	T	A	P	I	J	N	U	O	T	R	Q	C	C	X	E	T	G	O
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T	R	Y	M	Q	A	C	T	A	G	J	K	R	L	E	C	A	C	E	C	Y	U	I	N	C	M	Z	Y	O	P
E	A	P	C	U	A	C	E	R	Y	C	H	J	I	X	C	V	B	N	M	O	W	C	T	E	A	C	U	I	C
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S	O	D	A	I	A	C	T	A	C	Y	A	R	E	P	O	R	T	F	O	R	M	D	G	C	Y	U	I	O	P
E	N	A	X	O	C	H	J	K	L	E	X	B	S	R	Y	A	C	Y	I	A	C	Y	C	C	C	X	A	Q	Y
C	W	C	A	N	C	A	C	A	C	C	O	U	N	T	F	O	R	M	A	T	C	A	L	O	T	A	C	T	A
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L	C	M	N	M	N	W	I	T	H	D	R	A	W	A	L	A	C	T	A	C	T	A	K	T	D	Z	D	Z	A
A	C	C	O	U	N	T	S	P	A	Y	A	B	L	E	I	O	P	A	C	T	H	G	F	A	C	B	N	S	L
B	P	I	H	S	R	O	T	E	I	R	P	O	R	P	E	L	O	S	I	O	A	C	T	A	C	T	A	C	Y
G	C	T	A	C	T	A	L	V	B	X	Y	T	S	W	V	A	C	Y	O	O	P	M	N	I	E	A	C	T	E
R	A	C	T	L	T	E	X	T	C	J	K	L	O	P	R	X	T	C	U	Y	K	L	O	P	M	N	B	S	W
I	U	E	A	C	T	A	C	U	I	O	P	E	A	C	T	A	B	N	M	D	E	C	H	J	L	Y	T	R	A
U	O	R	A	C	G	H	J	K	L	O	E	W	E	D	C	V	N	J	U	I	K	L	S	W	A	C	B	N	M
O	P	R	A	C	E	R	T	S	C	V	B	N	M	K	F	R	S	A	X	E	R	U	E	V	I	O	P	D	A

APPENDIX B

"SCHOOL COLORS GAME"

Divide the class into two groups. Give each team a school color. Assign each team member a number. Decide which team will start the game. A number is drawn from a deck of cards or from numbered slips of paper in a box.

The two students whose number has been drawn stand. From a deck of note cards which have balance sheet items written on them, the teacher will read the item. The team member will answer asset, liability, or owner's equity and explain why the item is that classification. If the answer is correct the team receives five (5) points; if the answer is incorrect the team has five (5) points subtracted from the team score, and the other team is given the opportunity to identify the balance sheet item. The game continues with the teams alternating turns as first to answer the identification.

A time limit may be given, or the game may be limited to the number of items to be classified. The winning team may be awarded a treat (candy, gum, etc.) or five (5) or ten (10) bonus points on the unit test.

BALANCE SHEET ITEMS

Cash
Operating Supplies
Car Wash Equipment
Office Equipment
Accts. Pay./General Wash Equipment Co.
Supplies
Accounts Payable
Building
Computers
Adding Machines
Typewriters
Automobiles
Delivery Equipment
Mortgage Payable
Electric Bill
Dennis Torn, Capital
Accts. Pay./Acme Trucking Co.
John Smith, Capital
Merchandise
Accts. Pay./Oaklawn Inc.
Jane N. Preston, Capital
Accts. Pay./White Company

UNIT TEST

ACCOUNTING--FUNDAMENTALS

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement and write the letter that represents your answer in the space next to each statement.

Column A

_____ 1. Systematic process of recording and reporting the financial information resulting from business transactions.

_____ 2. Report of the final balances in all asset, liability, and owner's equity accounts at a specific time.

_____ 3. Assets = liabilities + owner's equity; shows the relationship between assets and total equities.

_____ 4. Entry on the right side of a T account.

_____ 5. Term for a broad range of jobs related to the making of choices and decisions about the design of accounting systems and the preparation and explanation of financial reports.

_____ 6. Entry on the left side of a T account.

_____ 7. Period covered by an accounting report.

_____ 8. Amounts owed to creditors.

Column B

A. Account

B. Accountant

C. Accounting

D. Assets

E. Balance sheet

F. Basic accounting equation

G. Business transaction

H. Credit

I. Debit

J. Double-entry accounting

K. Equity

L. Fiscal period

M. Liabilities

N. Owner's equity

O. T accounts

UNIT TEST continued

_____ 9. Owner's claims to or investment in the assets of a business.

_____ 10. Accounts shaped like a "T" that are used for analyzing transactions.

_____ 11. Property or economic resources that are owned by a business enterprise or individual.

_____ 12. A subdivision under one of the three sections of the basic accounting equation used to summarize increases and decreases in a particular item.

_____ 13. Financial recordkeeping system in which each transaction affects at least two accounts.

_____ 14. Total financial claims to the assets, or property, of a business.

_____ 15. A business event, such as the buying, selling, or exchange of goods, that causes a change in the assets, liabilities, or owner's equity of a business.

B. ACCOUNTING EQUATION

Directions: Complete the following accounting equations.

	Assets	=	Liabilities	+	Owner's Equity
1.	$ 7,800	=	$ 3,000	+	$ _______
2.	$52,000	=	$ _______	+	$36,000
3.	$16,850	=	$ _______	+	$12,250

UNIT TEST continued

4. $________ = $23,000 + $42,000

5. $37,000 = $17,500 + $________

6. $________ = $38,984 + $53,905

7. $42,375 = $________ + $30,100

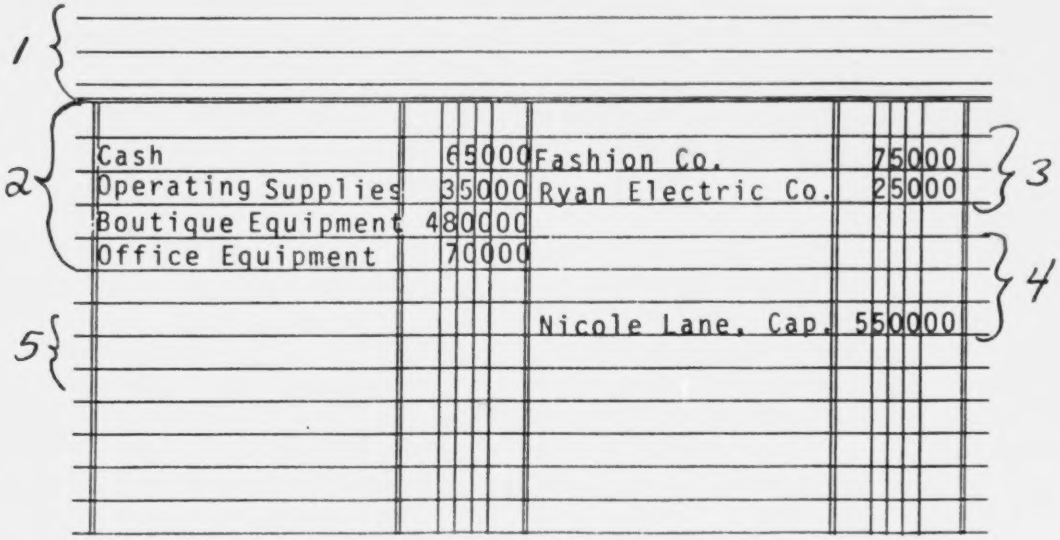
8. $15,800 = $3,500 + $________

9. $________ = $25,000 + $50,000

10. $22,340 = $________ + $10,340

C. LABEL

Directions: Using the balance sheet given below, label the numbered parts.



Cash	65000	Fashion Co.	75000
Operating Supplies	35000	Ryan Electric Co.	25000
Boutique Equipment	480000		
Office Equipment	70000		
		Nicole Lane, Cap.	550000

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

D. IDENTIFICATION

Directions: Indicate whether each of the balance sheet items that is listed below is an asset, a liability, or an owner's equity item.

1. Cash 1. ______________________
2. Accts. Pay./Jones Inc. 2. ______________________
3. Building 3. ______________________
4. Adding Machines 4. ______________________
5. Accts. Rec./John Smith 5. ______________________
6. Mortgage Payable 6. ______________________
7. Jared Ryan/Capital 7. ______________________
8. Loan Payable 8. ______________________
9. Computers 9. ______________________
10. Accts. Pay./Nicole Ltd. 10. ______________________

E. ACCOUNT BALANCES

Directions: a. For each of the following business transactions enter the correct debit and credit entry into its T account.
b. Calculate an ending account balance for each T account.

TRANSACTIONS
1. Invested $1,000 in cash in the business.
2. Paid $100 in cash for chairs.
3. Received $300 from owner as an additional investment in business.
4. Bought some equipment for $400 cash.
5. Bought $1,075 worth of supplies from Motel Supply Company.
6. Paid $500 to Motel Supply Company as part of balance owed.

UNIT VIII

ANSWER KEY

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement and write the letter that represents your answer in the space next to each statement.

Column A

C 1. Systematic process of recording and reporting the financial information resulting from business transactions.

E 2. Report of the final balances in all asset, liability, and owner's equity accounts at a specific time.

F 3. Assets = liabilities + owner's equity; shows the relationship between assets and total equities.

H 4. Entry on the right side of a T account.

B 5. Term for a broad range of jobs related to the making of choices and decisions about the design of accounting systems and the preparation and explanation of financial reports.

I 6. Entry on the left side of a T account.

L 7. Period covered by an accounting report.

M 8. Amounts owed to creditors.

Column B

A. Account
B. Accountant
C. Accounting
D. Assets
E. Balance sheet
F. Basic accounting equation
G. Business transaction
H. Credit
I. Debit
J. Double-entry accounting
K. Equity
L. Fiscal period
M. Liabilities
N. Owner's equity
O. T accounts

UNIT TEST continued

N 9. Owner's claims to or investment in the assets of a business.

O 10. Accounts shaped like a "T" that are used for analyzing transactions.

D 11. Property or economic resources that are owned by a business enterprise or individual.

A 12. A subdivision under one of the three sections of the basic accounting equation used to summarize increases and decreases in a particular item.

J 13. Financial recordkeeping system in which each transaction affects at least two accounts.

K 14. Total financial claims to the assets, or property, of a business.

G 15. A business event, such as the buying, selling, or exchange of goods, that causes a change in the assets, liabilities, or owner's equity of a business.

B. ACCOUNTING EQUATION

Directions: Complete the following accounting equations.

	Assets	=	Liabilities	+	Owner's Equity
1.	$ 7,800	=	$ 3,000	+	$ 4,800
2.	$52,000	=	$16,000	+	$36,000
3.	$16,850	=	$ 4,600	+	$12,250

UNIT TEST continued

4. $65,000 = $23,000 + $42,000

5. $37,000 = $17,500 + $19,500

6. $92,889 = $38,984 + $53,905

7. $42,375 = $12,275 + $30,100

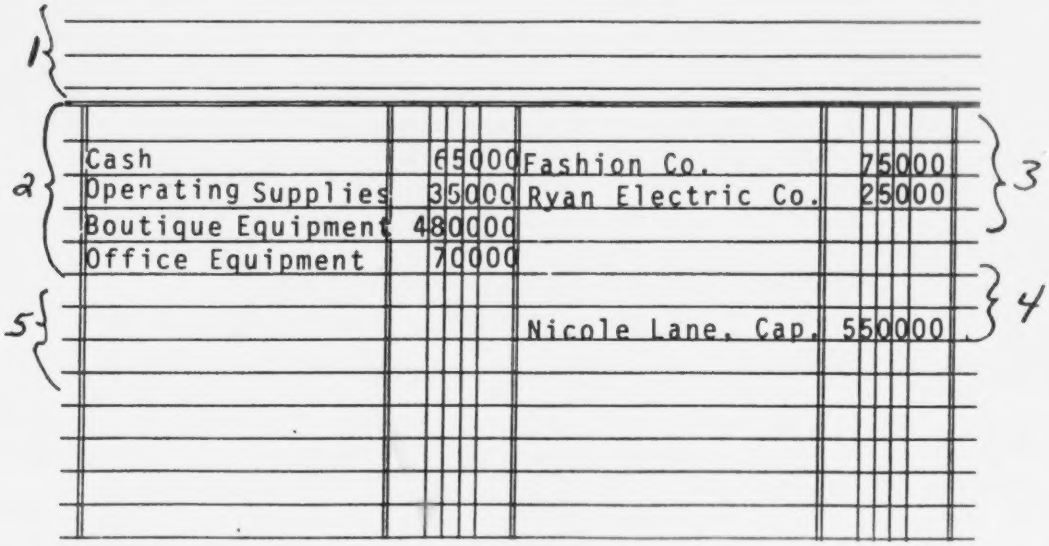
8. $15,800 = $3,500 + $12,300

9. $75,000 = $25,000 + $50,000

10. $22,340 = $12,000 + $10,340

C. LABEL

Directions: Using the balance sheet given below, label the numbered parts.



Cash	650 00	Fashion Co.	750 00
Operating Supplies	350 00	Ryan Electric Co.	250 00
Boutique Equipment	4800 00		
Office Equipment	700 00		
		Nicole Lane, Cap.	5500 00

1. Heading
2. Asset Section
3. Liability Section
4. Capital (owner equity) Section
5. Total lines are "in balance"

D. IDENTIFICATION

Directions: Indicate whether each of the balance sheet items that is listed below is an asset, a liability, or an owner's equity item.

1. Cash	1. Asset
2. Accts. Pay./Jones Inc.	2. Liability
3. Building	3. Asset
4. Adding Machines	4. Asset
5. Accts. Rec./John Smith	5. Asset
6. Mortgage Payable	6. Liability
7. Jared Ryan/Capital	7. Owner's Equity
8. Loan Payable	8. Liability
9. Computers	9. Asset
10. Accts. Pay./Nicole Ltd.	10. Liability

E. ACCOUNT BALANCES

Directions: a. For each of the following business transactions enter the correct debit and credit entry into its T account.
b. Calculate an ending account balance for each T account.

TRANSACTIONS
1. Invested $1,000 in cash in the business.
2. Paid $100 in cash for chairs.
3. Received $300 from owner as an additional investment in business.
4. Bought some equipment for $400 cash.
5. Bought $1,075 worth of supplies from Motel Supply Company.
6. Paid $500 to Motel Supply Company as part of balance owed.

UNIT TEST continued

CASH

1. 1000.00	2. 100.00
3. 300.00	4. 400.00
	6. 500.00
1300.00	1000.00
Bal. 300.00	

OWNER'S EQUITY

	1. 1000.00
	3. 300.00
	1300.00 Bal.

SUPPLIES

5. 1075.00	

MOTEL SUPPLY CO.

6. 500.00	5. 1075.00
	575.00 Bal.

MOTEL EQUIPMENT

2. 100.00	
4. 400.00	
Bal. 500.00	

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Class notebook
- Class participation
- Project
- Simulation
- Textbook and/or workbook problems
- Unit test

EQUIPMENT AND SUPPLIES

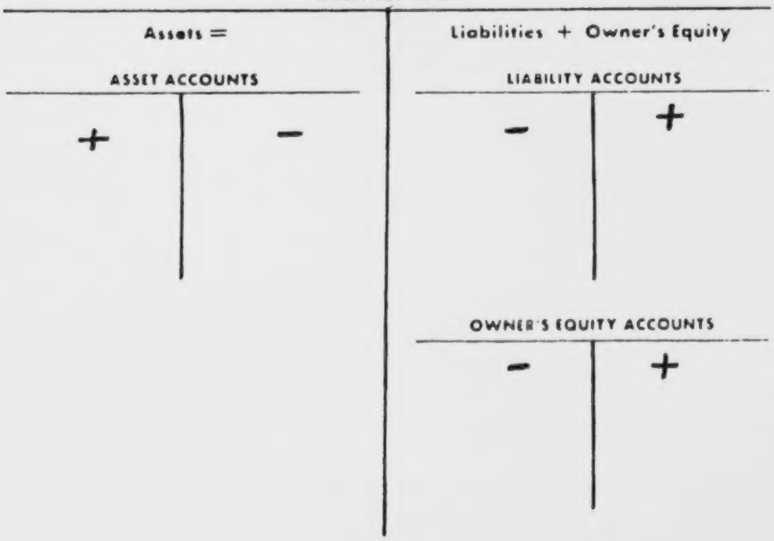
Student

Textbook
Workbook
Notebook
Bulletin Board Supplies
Simulation
Note cards
Poster

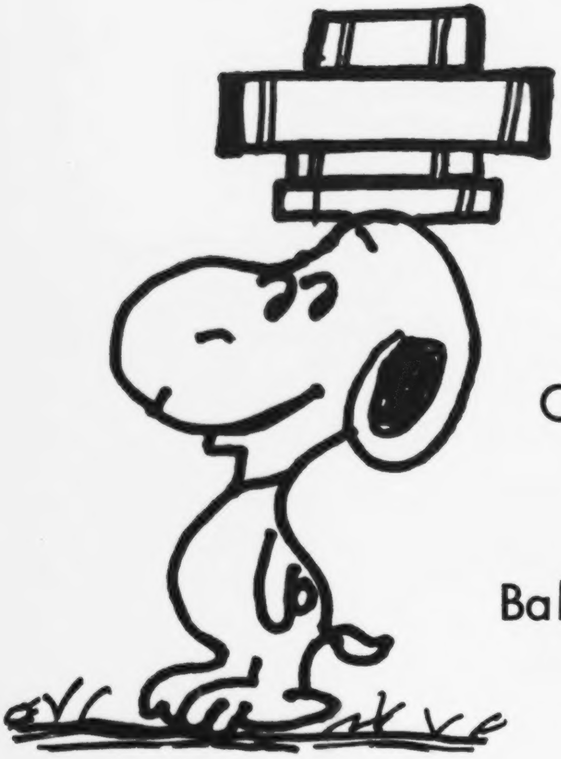
Teacher

Textbook and Manual
Overhead Projector
Transparencies
Film/Filmstrip Projector
Films and Filmstrips
Bulletin Board Supplies
Periodicals
Work Sheets
Simulations
Note Cards

"Tee" Off For Better Balance Sheets


BALANCE SHEET
Assets =
Liabilities + Owner's Equity
ASSET ACCOUNTS
+
−
LIABILITY ACCOUNTS
−
+
OWNER'S EQUITY ACCOUNTS
−
+

LEARN YOUR TERMS



Debit

Balance Sheet

Assets

T Account

Business Transaction

Credit

Liabilities

Owner's Equity

Report Form

Balance Side

SUPPLEMENTARY MATERIALS

Filmstrips/Cassettes

Accounting and Bookkeeping Terminology
Prentice-Hall Media
150 White Plains Road
Tarrytown, NY 10591

Basic Accounting: Introduction
Prentice-Hall Media
150 White Plains Road
Tarrytown, NY 10591

Business Math Skills
(Six color filmstrips, six cassettes, program guide,
reproducible masters)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Principles of Accounting
Prentice-Hall Media
150 White Plains Road
Tarrytown, NY 10591

Periodicals

Balance Sheet
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Business Education Forum
(Available only as part of membership in NBEA)
National Business Education Association
1914 Association Drive
Reston, VA 22091

Business Education World
McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

80 Micro
Subscription Department
P. O. Box 981
Farmingdale, NY 11737

inCider
The Apple II Journal
C W Communications/Peterborough, Inc.
80 Pine Street
Peterborough, NH 03458

Journal of Accountancy
1221 Avenue of the Americas
New York, NY 10020

Software News
P. O. Box 542
Winchester, MA 01890

Vocational Education
The Journal of the American Vocational Association
American Vocational Association, Inc.
2020 N. 14th Street
Arlington, VA 22201

Simulations

Allen Electronic Service
Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Cosmic Micro Market Practice Set
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75227

Home Heating Company
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

Jeans Plus
Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Kenna's Carpet Mart
Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Pro-Lawn Service
Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Service Station Recordkeeping Kit
Noble Fritz
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 08520

Skeeter's Pizza Parlor: A Shoebox Practice Set for Accounting
David R. Peterson
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

Summit Enterprises, A Recordkeeping Simulation, 1983
Richard C. Lasselle
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

Town and Country Casuals: An Accounting Clerk Practice Set
Ann C. Peele
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

Software

Microcomputer Activities for Office Procedures
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75227

Microcomputer Activities for Recordkeeping
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

Microcomputer Oriented Accounting: A CAI Approach
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75227

The Profit Center: General Accounting
(Available for IBM-PC)
Distributed by:
Micro Instructional Systems, Inc.
P. O. Box 3904
New Orleans, LA 70177

Teach Yourself the Essentials of Accounting
Addison-Wesley Publishing Company, Inc.
Jacob Way
Reading, WA 01867

Software Sources

Apple Educational Distributors
2 Bicentennial Way
North Providence, RI 02911

The CAI Coordination Center
California State University
Fresno, CA 93740

Huntington Computing Catalog
1945 S. Dairy
Corcoran, CA 93212

MARCK
280 Linden Avenue
Braden, CT 06405

Minnesota Educational Computing
Consortium, Inc. (MECC)
2520 Broadway Drive
St. Paul, MN 55113

Queue
5 Chapel Hill Drive
Fairfield, CT 06432

Radio Shack
1400 One Tandy Center
Forth Worth, TX 76102

RESOURCES

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis. Practical Record Keeping. 5th ed. Cincinnati: South-Western Publishing Company, 1981.

Guerrieri, Donald J., F. Barry Haber, William B. Hoyt, and Robert E. Turner. Accounting Concepts/Procedures/'Applications. First Year Course. Boston: Houghton Mifflin, 1985.

Huffman, Harry, and Jeffrey R. Stewart. General Recordkeeping. 7th ed. New York: Gregg/McGraw-Hill, 1976.

Lasselle, Richard C. Recordkeeping. Boston: Houghton Mifflin, 1982.

McCauley, Rosemarie. "Current Research in Bookkeeping/Accounting and Basic Business Subjects." Balance Sheet, April, 1981, p. 324.

Neidlein, Helen. "Bookkeeping Word Search." Journal of Business Education, February, 1981, p. 172.

Ristau, ______, and ______ Baggett. Exploring Careers in Business. Cincinnati: South-Western Publishing Company, 1978.

Slaton, Jeffrey. Practical Accounting Procedures. Tarrytown, NY: Prentice-Hall Media, 1983.

Stewart, Jeffrey. "Today's Recordkeeping." Business Education World. Vol. 63, January-February, 1983, p. 13.

Swan, Robert, Kenton Ross, Robert Hanson, and Lewis Boynton. Century 21 Accounting. 3rd ed. Cincinnati: South-Western Publishing Company, 1982.

Weaver, David, J. Marshall Hanna, M. Herbert Freeman, Edward B. Browen, and James M. Smiley. Accounting 10/12. 3rd ed. New York: Gregg/McGraw Hill Book Company 1977.

UNIT IX

ACCOUNTING--JOURNALIZING AND POSTING

INTRODUCTION

An orderly accounting system is necessary for any business, large or small. Correct accounting procedures will provide answers to questions the proprietor asks about his/her business, will aid in the decision-making process in the operation of the business, and will meet the requirement, mandated by law, that every business keep financial records. It is not enough that a record is made on a sales slip, a purchase invoice, a check stub, or other business forms. These forms represent transactions conducted in the operation of a business, but they must be recorded in an orderly manner to be used effectively.

The purpose of this unit is to familiarize students with the orderly recording of business transactions in journals and the sorting of those transactions into ledger accounts that are later used to summarize the information a proprietor must know about his/her business.

COMPETENCIES

1. Become familiar with general journal forms.
2. Use the chart of accounts necessary for any orderly accounting system.
3. Become familiar with the existence and purpose of a general journal and special journals.
4. Develop a knowledge of the procedures of entering business transactions from source documents into a general journal and transferring that information into ledger accounts.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Understand and discuss the vocabulary of journalizing entries and posting them.
2. Develop an understanding of the purpose of a chart of accounts and the arrangement of accounts in a general ledger.
3. Identify general ledger forms.
4. Recognize subsidiary ledgers and their role in a merchandising business.

5. Record the debits and credits of a variety of transactions in a general journal.

6. Apply the knowledge of the effects of debits and credits on different accounts by transferring information from journal entries to the general ledger.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test when given a list of terms and definitions related to journalizing and posting, students will be able to match the terms with their definitions with at least 75 percent accuracy.

2. In class when given information about journals, students will be able to enter the correct headings for the columns in a general journal with 100 percent accuracy.

3. On a written test when given a completed balance sheet, students will be able to journalize the opening entry in a general journal and post to the ledger with at least 75 percent accuracy.

4. In class when given transaction information that would appear on source documents, students will be able to make entries in a general journal for such transactions with at least 75 percent accuracy.

5. In class students will be able to discuss the purpose and form of special journals.

6. On a written test, students will be able to assign account numbers to a list of account titles with at least 75 percent accuracy.

7. In class when given information about ledgers, students will be able to enter correct headings for the ledgers with 100 percent accuracy.

8. On a written test students will be able to list the steps in posting and post from the general journal to the general ledger with at least 75 percent accuracy.

9. In class students will be able to list the steps in posting to a subsidiary ledger.

10. Students will be able to discuss in class how the computer can be used to journalize and post transactions.

METHODOLOGY

The purpose of this unit is to familiarize students with the orderly recording of business transactions in journals and the sorting of those transactions into ledger accounts that are later used to summarize the information a proprietor must know about his/her business.

Audiovisual aids, periodicals, field trips, guest speakers, workbooks, simulation sets, and computer software will be used to enhance and reinforce the teacher's lectures.

SUGGESTED INTEREST APPROACHES

1. Invite a person who is involved in journalizing and posting in a local business to speak about his/her occupation.
2. Have students prepare posters to illustrate the different account classifications and the numbering of accounts.
3. Plan a tour of a business that uses various electronic data processing equipment.
4. View audiovisual aids associated with journalizing and posting.
5. Display a collection of various journal and ledger forms.
6. Use prepared software designed for journalizing and posting.

UNIT OUTLINE

ACCOUNTING--JOURNALIZING AND POSTING

I. Vocabulary

II. Journal Entries

  A. General journal
    1. headings
    2. source documents
    3. procedures of journalizing
      a. opening entry
      b. transactions
  B. Special journals
    1. cash journal
    2. cash receipts journal
    3. cash payments journal
    4. combination journal

III. Ledger Accounts and Posting

- A. General ledger
    - 1. chart of accounts
    - 2. headings
        - a. account form
        - b. balance form
    - 3. procedures of posting
        - a. opening the account
        - b. debiting or crediting
        - c. posting reference
- B. Subsidiary ledgers
    - 1. accounts receivable ledger
    - 2. accounts payable ledger

IV. Microcomputer Applications

- A. Computer journalizing
- B. Computer posting

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. On a written test when given a list of terms and definitions related to journalizing and posting, students will be able to match the terms with their definitions with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Vocabulary	1. Enter in class notebook the terms and definitions for this unit. (Appendix A) 2. Complete a word search puzzle containing words related to journalizing and posting. (Appendix B) 3. Complete a word scramble using words introduced in this unit. (Appendix C) 4. Prepare a crossword puzzle using the vocabulary of journalizing and posting to exchange with other students. 5. Complete textbook and/or workbook exercises on vocabulary of journalizing and posting.

2. In class when given information about journals, students will be able to enter the correct headings for the columns in a general journal with 100 percent accuracy.

Subject Matter Content	Learning Activities
General journal Headings	1. View a transparency of a general journal page. 2. Discuss the correct order of general journal headings. 3. Complete textbook and/or workbook exercises on general journal forms.

3. On a written test when given a completed balance sheet, students will be able to journalize the opening entry in a general journal and post to the ledger with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
General journal Procedures of journalizing Opening entry	1. View a transparency of a completed balance sheet and the opening entry in a general journal. 2. Discuss the steps of journalizing the opening entry. 3. Complete textbook and/or workbook exercises on journalizing the opening entry.

4. In class when given information about a transaction that would appear on source documents, students will be able to make entries in a general journal for such transactions with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
General journal Source documents and Procedures of journalizing	1. View visual aids illustrating source documents and the procedures of journalizing their information in a general journal.

2. Discuss source documents prepared for sales, purchases, cash receipts, and cash payments and the steps of journalizing those transactions in a general journal.
3. Complete textbook and/or workbook exercises on source documents and journalizing.
4. Use microcomputer software involving general journal entries.

---

5. In class students will be able to discuss the purpose and form of special journals.

Subject Matter Content	Learning Activities
Special journals	1. View visual aids that illustrate the various special journals and explain the purpose of each. 2. Discuss the findings of the information illustrated in the visual aids. 3. Prepare a bulletin board display of various special journal pages.

6. On a written test students will be able to assign account numbers to a list of account titles with a least 75 percent accuracy.

Subject Matter Content	Learning Activities
General ledger Chart of accounts	1. View visual aids which illustrate how account numbers are assigned to different groups of accounts. 2. Obtain charts of accounts used by local businesses to be used for comparison and display purposes. 3. Make a poster illustrating the different classifications and numbering of accounts.

7. In class when given information about ledgers, students will be able to enter correct headings for the ledgers with 100 percent accuracy.

Subject Matter Content

General ledger
  Headings

Learning Activities

1. View transparencies illustrating the headings for ledger accounts.
2. In small groups, discuss the differences and the similarities between the left side and the right side of a ledger account.
3. View visual aids illustrating the headings for different ledger account forms.
4. Practice writing the column headings on a ledger account from textbook and/or computer simulation activities.

---

8. On a written test students will be able to list the steps in posting and post from the general journal to the general ledger with at least 75 percent accuracy.

Subject Matter Content

General ledger
  Procedures of posting

Learning Activities

1. View transparencies illustrating the steps in posting to the general ledger.
2. Work in small groups and prepare note cards naming some reasons why a business would want to maintain both journal and ledger account records of transactions.
3. View a transparency illustration of a general journal with selected transactions recorded on it.

4. Post the transactions in Activity 3 and explain each step of the posting procedure.

---

9. In class students will be able to list the steps in posting to a subsidiary ledger.

Subject Matter Content	Learning Activities
Subsidiary ledgers	1. View transparencies illustrating the steps in posting to the subsidiary ledger. 2. React to a presentation given by an employee of an area business whose primary responsibility is the subsidiary ledger. 3. Prepare note cards on the steps in posting to a subsidiary ledger. 4. Work in small groups and discuss the note cards prepared in Activity 3.

---

10. Students will be able to discuss in class how the computer can be used to journalize and post transactions.

Subject Matter Content	Learning Activities
Microcomputer applications	1. Visit a modern business which uses various electronic data processing equipment to assist in journalizing and posting activities. 2. View visual aids which illustrate the process of journalizing and posting with the use of the computer. 3. Discuss the findings of the visit and the visual aids. 4. Use computer software for journalizing and posting.

APPENDIX A

VOCABULARY

Account
Accounts payable ledger
Accounts receivable ledger
Assets
Balance sheet
Cash journal
Cash payments journal
Cash receipts journal
Chart of accounts
Check
Combination journal
Controlling account
Credit
Debit
Entry
General journal
General ledger
Journal
Journalize
Liabilities
Opening entry
Owner's equity
Posting
Posting reference
Receipt
Source document
Special journals
Subsidiary ledgers
T accounts

APPENDIX B

WORD SEARCH

Account
Accounts payable ledger
Accounts receivable ledger
Assets
Balance sheet
Cash journal
Cash payments journal
Cash receipts journal
Chart of accounts
Check
Combination journal
Controlling account
Credit
Debit
Entry
General journal
General ledger
Journal
Journalize
Liabilities
Opening entry
Owner's equity
Posting
Posting reference
Receipt
Source document
Special journals
Subsidiary ledgers
T accounts

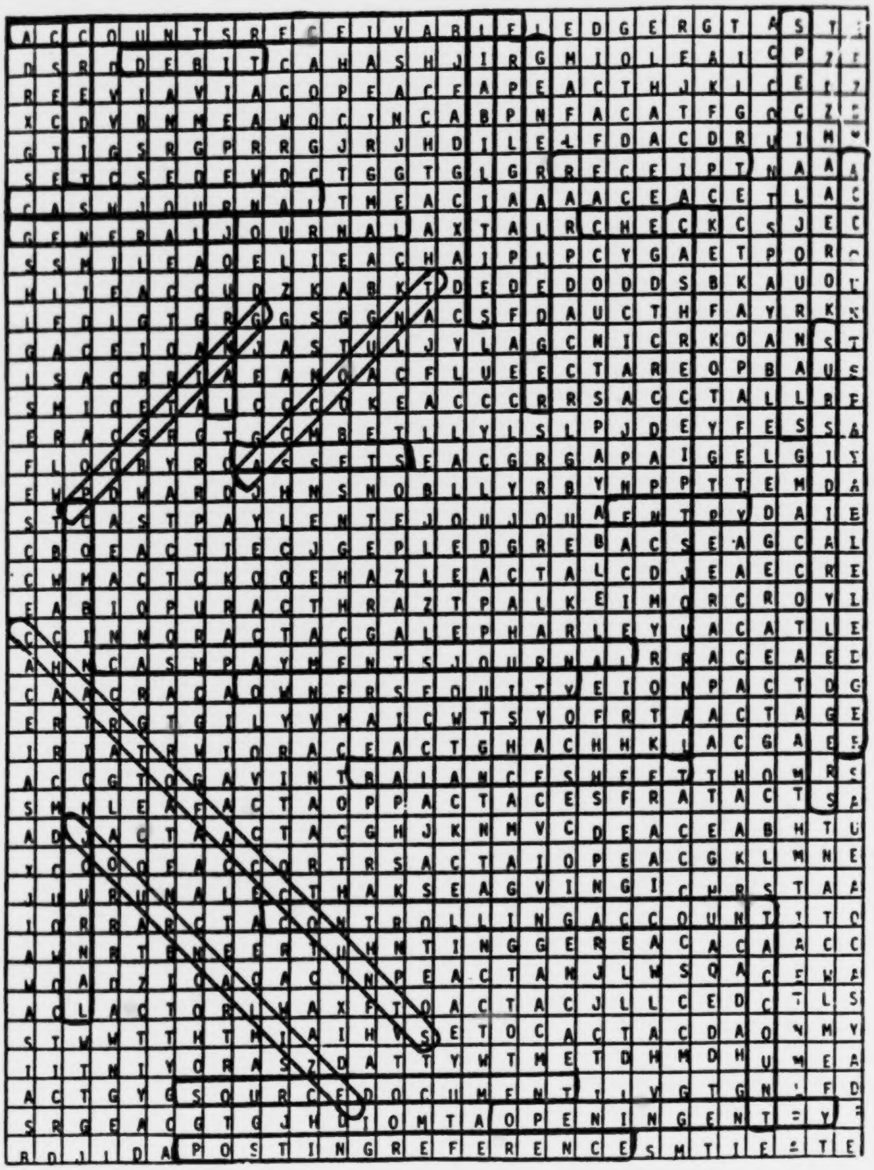
APPENDIX B

WORD SEARCH

A	C	C	O	U	N	T	S	R	E	C	E	I	V	A	B	L	E	L	E	D	G	E	R	G	T	A	S	T	E
D	S	R	D	D	E	B	I	T	C	A	H	A	S	H	J	I	R	G	M	I	O	L	E	A	I	C	P	Z	F
R	E	E	V	I	A	V	I	A	C	O	P	E	A	C	F	A	P	E	A	C	T	H	J	K	I	C	E	D	Z
X	C	D	Y	B	M	M	E	A	W	O	C	I	N	C	A	B	P	N	F	A	C	A	T	F	G	O	C	Z	D
G	T	I	G	S	R	G	P	R	R	G	J	R	J	H	D	I	L	E	L	F	D	A	C	D	R	U	I	M	M
S	E	T	C	S	E	D	E	W	D	C	T	G	G	T	G	L	G	R	R	E	C	E	I	P	T	N	A	A	A
C	A	S	H	J	O	U	R	N	A	L	T	M	E	A	C	I	A	A	A	A	C	E	A	C	E	T	L	A	C
G	E	N	E	R	A	L	J	O	U	R	N	A	L	A	X	T	A	L	R	C	H	E	C	K	C	S	J	E	C
S	S	M	I	L	E	A	O	E	L	I	E	A	C	H	A	I	P	L	P	C	Y	G	A	E	T	P	O	R	[illegible]
H	I	I	E	A	C	C	U	D	Z	K	A	B	K	T	D	E	D	E	D	O	D	D	S	B	K	A	U	O	L
I	E	D	I	G	T	G	R	G	G	S	G	G	N	A	C	S	F	D	A	U	C	T	H	F	A	Y	R	K	X
G	A	C	E	I	O	A	N	J	A	S	T	U	L	J	Y	L	A	G	C	N	I	C	R	K	O	A	N	S	T
I	S	A	C	R	R	I	A	E	A	N	O	A	C	F	L	U	E	E	C	T	A	R	E	O	P	B	A	U	S
S	M	I	C	E	T	A	L	C	C	C	O	K	E	A	C	C	C	R	R	S	A	C	C	T	A	L	L	B	P
E	R	A	C	S	R	G	T	G	C	M	B	E	T	L	L	Y	L	S	L	P	J	D	E	Y	F	E	S	S	A
F	L	O	O	B	Y	R	O	A	S	S	E	T	S	E	A	C	G	R	G	A	P	A	I	G	E	L	G	I	Y
E	W	P	D	W	A	R	D	J	H	N	S	N	O	B	L	L	Y	R	B	Y	N	P	P	T	T	E	M	D	A
S	T	C	A	S	T	P	A	Y	L	E	N	T	E	J	O	U	J	O	U	A	E	N	T	R	Y	D	A	I	B
C	B	O	E	A	C	T	I	E	C	J	G	E	P	L	E	D	G	R	E	B	A	C	S	E	A	G	C	A	L
C	W	M	A	C	T	C	K	O	O	E	H	A	Z	L	E	A	C	T	A	L	C	D	J	E	A	E	C	R	E
E	A	B	I	O	P	U	R	A	C	T	H	R	A	Z	T	P	A	L	K	E	I	M	O	R	C	R	O	Y	L
C	C	I	N	N	O	R	A	C	T	A	C	G	A	L	E	P	H	A	R	L	E	Y	U	A	C	A	T	L	E
A	H	N	C	A	S	H	P	A	Y	M	E	N	T	S	J	O	U	R	N	A	L	R	R	A	C	E	A	E	D
C	A	A	C	R	A	C	A	O	W	N	E	R	S	E	Q	U	I	T	Y	E	I	O	N	P	A	C	T	D	G
E	R	T	R	G	T	G	I	L	Y	V	M	A	I	C	W	T	S	Y	O	F	R	T	A	A	C	T	A	G	E
I	R	I	A	T	R	W	I	O	R	A	C	E	A	C	T	G	H	A	C	H	H	K	L	A	C	G	A	E	R
A	C	C	G	T	O	G	A	V	I	N	T	B	A	L	A	N	C	E	S	H	E	E	T	T	H	O	M	R	S
S	M	N	L	E	A	F	A	C	T	A	O	P	P	A	C	T	A	C	E	S	F	R	A	T	A	C	T	S	A
A	D	J	A	C	T	A	A	C	T	A	C	G	H	J	K	N	M	V	C	D	E	A	C	E	A	B	H	T	U
X	C	O	O	O	E	A	C	C	O	R	T	R	S	A	C	T	A	I	O	P	E	A	C	G	K	L	M	N	E
J	U	U	R	U	N	A	L	E	C	T	H	A	K	S	E	A	G	V	I	N	G	I	C	H	R	S	T	A	A
I	O	R	R	A	R	C	T	A	C	O	N	T	R	O	L	L	I	N	G	A	C	C	O	U	N	T	I	T	O
A	W	N	R	T	B	N	E	E	R	T	U	H	N	T	I	N	G	G	E	R	E	A	C	A	C	A	A	C	C
W	O	A	D	Z	I	O	A	O	A	C	T	N	P	E	A	C	T	A	N	J	L	W	S	Q	A	C	E	W	A
A	C	L	A	C	T	O	R	I	W	A	X	F	T	O	A	C	T	A	C	J	L	L	C	E	D	C	T	L	S
S	T	W	W	T	T	H	T	M	I	A	I	H	V	S	E	T	O	C	A	C	T	A	C	D	A	O	N	M	Y
I	I	T	N	I	Y	O	R	A	S	Z	D	A	T	T	Y	W	T	M	E	T	D	H	M	D	H	U	M	E	A
A	C	T	G	Y	G	S	O	U	R	C	E	D	O	C	U	M	E	N	T	I	I	V	G	T	G	N	L	F	D
S	R	G	E	A	C	G	T	G	J	H	D	I	O	M	T	A	O	P	E	N	I	N	G	E	N	T	R	Y	[illegible]
B	D	J	I	D	A	P	O	S	T	I	N	G	R	E	F	E	R	E	N	C	E	S	M	[illegible]	I	E	A	T	E

APPENDIX B

ANSWER KEY



APPENDIX C

SCRAMBLED WORDS

1. tuocacn
2. zuioejnalr
3. decitr
4. gpoinen reynt
5. netry
6. cblanea ehste
7. coacnstu pblyeaa dregle
8. rctha fo nscuaoct
9. lsipeac njaluor
10. agleenr rlgede
11. tidbe
12. nogptis
13. pnogein renyt
14. botncminaio onljaru
15. bsiysaiudr lgrdees
16. ucoers cndmtoeu
17. aiielbtsili
18. jraulno
19. elareng unjlaor
20. sahc oljanur

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________
19. ______________________________
20. ______________________________

APPENDIX C

ANSWER KEY

1.	tuocacn	1.	account
2.	zuioejnalr	2.	journalize
3.	decitr	3.	credit
4.	gpoinen reynt	4.	opening entry
5.	netry	5.	entry
6.	cblanea ehste	6.	balance sheet
7.	coacnstu pblyeaa dregle	7.	accounts payable ledger
8.	rctha fo nscuaoct	8.	chart of accounts
9.	lsipeac njaluor	9.	special journal
10.	agleenr rlgede	10.	general ledger
11.	tidbe	11.	debit
12.	nogptis	12.	posting
13.	pnogein renyt	13.	opening entry
14.	botncminaio onljaru	14.	combination journal
15.	bsiysaiudr lgrdees	15.	subsidiary ledgers
16.	ucoers cndmtoeu	16.	source document
17.	aiielbtsili	17.	liabilities
18.	jraulno	18.	journal
19.	elareng unjlaor	19.	general journal
20.	sahc oljanur	20.	cash journal

UNIT TEST

ACCOUNTING--JOURNALIZING AND POSTING

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement and write the letter that represents your answer in the space next to each statement.

Column A

_____ 1. Right side of a two-column account form.

_____ 2. Left side of a two-column account form.

_____ 3. List of account titles and numbers showing the location of the accounts in a ledger.

_____ 4. Skeleton form of account showing the account title and the debit and credit sides.

_____ 5. Transferring information from a journal to a ledger.

_____ 6. Accounting form used to sort and summarize changes in a specific item.

_____ 7. To enter the information about a transaction in a journal.

_____ 8. Record of all business transactions by date.

_____ 9. Record that shows how the assets, liabilities, and owner's equity of a business fit together.

Column B

A. Account

B. Assets

C. Balance sheet

D. Cash payments journal

E. Cash receipts journal

F. Chart of accounts

G. Check

H. Combination journal

I. Credit

J. Debit

K. Entry

L. General journal

M. General ledger

N. Journal

O. Journalize

P. Liabilities

Q. Opening entry

R. Owner's equity

S. Posting

T. Posting reference

_____10. Debts of a business.

_____11. Things of value owned by a business.

_____12. Difference between the assets and liabilities of a business.

_____13. Original records of transactions.

_____14. First journal entry to record the original balance sheet items.

_____15. Journal most frequently used in business.

_____16. Journal with several special columns.

_____17. Journal in which entries are made of all checks written.

_____18. Ledger that contains all accounts needed to prepare financial statements.

_____19. Journal designed to be used for entries of a specific kind only.

_____20. Journal in which all cash received is entered.

U. Receipt

V. Source documents

W. Special journal

X. Subsidiary ledgers

Y. T account

B. LISTING

Directions: List the four steps in posting from the general journal to the general ledger.

1.

2.

3.

4.

C. ACCOUNT NUMBERING

Directions: The list below refers to the location of accounts in a ledger. Indicate in the space provided the account number for each of the items listed.

1. The first asset account _____
2. The first liability _____
3. The owner's capital account _____
4. The first revenue account _____
5. The first expense account _____
6. The third asset account _____
7. The second liability account _____
8. The owner's drawing account _____
9. The fourth expense account _____
10. The second asset account _____
11. The third expense account _____
12. The seventh expense account _____
13. The ninth asset account _____
14. The third liability account _____
15. The fourth asset account _____

D. APPLICATION PROBLEM

Directions: (1) Write the correct heading for each column of the general journal. (2) Record an opening entry on page 1 of the general journal, using the information on the balance sheet below. Use the date of August 1 of the current year. (3) Open the ledger accounts for the accounts listed in the journal entry and number the accounts. (4) Post the opening entry from the general journal to the ledger.

Miller's Realty Agency
Balance Sheet
August 1, 19--

Assets		Liabilities	
Cash	700 00	Mabel Allison Co.	170 00
Supplies	300 00	Michael Daniels Co.	550 00
Automobile Equipment	6000 00	Teri McIntyre Co.	2000 00
Office Equipment	1000 00	Total Liabilities	2720 00
		Capital	
		Beverly Miller, Cap.	5280 00
Total Assets	8000 00	Total Liab. and Cap.	8000 00

UNIT TEST continued

(GENERAL JOURNAL)

UNIT TEST continued

LEDGER

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

UNIT TEST continued

LEDGER

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	POST. REF.	DEBIT	DATE	ITEM	POST. REF.	CREDIT

UNIT TEST

ANSWER KEY

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement and write the letter that represents your answer in the space next to each statement.

Column A

I 1. Right side of a two-column account form.

J 2. Left side of a two-column account form.

F 3. List of account titles and numbers showing the location of the accounts in a ledger.

Y 4. Skeleton form of account showing the account title and the debit and credit sides.

S 5. Transferring information from a journal to a ledger.

A 6. Accounting form used to sort and summarize changes in a specific item.

O 7. To enter the information about a transaction in a journal.

N 8. Record of all business transactions by date.

C 9. Record that shows how the assets, liabilities, and owner's equity of a business fit together.

Column B

A. Account

B. Assets

C. Balance sheet

D. Cash payments journal

E. Cash receipts journal

F. Chart of accounts

G. Check

H. Combination journal

I. Credit

J. Debit

K. Entry

L. General journal

M. General ledger

N. Journal

O. Journalize

P. Liabilities

Q. Opening entry

R. Owner's equity

S. Posting

T. Posting reference

UNIT TEST continued

P 10. Debts of a business.

B 11. Things of value owned by a business.

R 12. Difference between the assets and liabilities of a business.

V 13. Original records of transactions.

Q 14. First journal entry to record the original balance sheet items.

L 15. Journal most frequently used in business.

H 16. Journal with several special columns.

D 17. Journal in which entries are made of all checks written.

M 18. Ledger that contains all accounts needed to prepare financial statements.

W 19. Journal designed to be used for entries of a specific kind only.

E 20. Journal in which all cash received is entered.

U. Receipt

V. Source documents

W. Special journal

X. Subsidiary ledgers

Y. T account

UNIT TEST continued

B. LISTING

Directions: List the four steps in posting from the general journal to the general ledger.

1. Write the debit or credit amount.
2. Write the date
3. Write the journal page number
4. Return to the journal--write the account number

C. ACCOUNT NUMBERING

Directions: The list below refers to the location of accounts in a ledger. Indicate in the space provided the account number for each of the items listed.

1. The first asset account 11
2. The first liability 21
3. The owner's capital account 31
4. The first revenue account 41
5. The first expense account 51
6. The third asset account 13
7. The second liability account 22
8. The owner's drawing account 32
9. The fourth expense account 54
10. The second asset account 12
11. The third expense account 53
12. The seventh expense account 57
13. The ninth asset account 19
14. The third liability account 23
15. The fourth asset account 14

D. APPLICATION PROBLEM

Directions: (1) Write the correct heading for each column of the general journal. (2) Record an opening entry on page 1 of the general journal, using the information on the balance sheet below. Use the date of August 1 of the current year. (3) Open the ledger accounts for the accounts listed in the journal entry and number the accounts. (4) Post the opening entry from the general journal to the ledger.

Miller's Realty Agency
Balance Sheet
August 1, 19--

Assets		Liabilities	
Cash	700 00	Mabel Allison Co.	170 00
Supplies	300 00	Michael Daniels Co.	550 00
Automobile Equipment	6000 00	Teri McIntyre Co.	2000 00
Office Equipment	1000 00	Total Liabilities	2720 00
		Capital	
		Beverly Miller, Cap.	5280 00
Total Assets	8000 00	Total Liab. and Cap.	8000 00

(GENERAL JOURNAL)

Date		Account Title	PR	Debit	Credit
19--					
Aug	1	Cash		70000	
		Supplies		30000	
		Automobile Equipment		600000	
		Office Equipment		100000	
		Mabel Allison Co.			17000
		Michael Daniels Co.			55000
		Teri McIntyre Co.			200000
		Beverly Miller, Cap.			528000
		Balance Sheet of			
		August 1			

UNIT TEST continued

ACCOUNT CASH ACCOUNT NO. 11

DATE		ITEM	POST. REF.	DEBIT	DATE		ITEM	POST. REF.	CREDIT
19--									
Aug	1	Balance	J1	700 00					

ACCOUNT SUPPLIES ACCOUNT NO. 12

DATE		ITEM	POST. REF.	DEBIT	DATE		ITEM	POST. REF.	CREDIT
19--									
Aug	1	Balance	J1	300 00					

ACCOUNT AUTOMOBILE EQUIPMENT ACCOUNT NO. 13

DATE		ITEM	POST. REF.	DEBIT	DATE		ITEM	POST. REF.	CREDIT
19--									
Aug	1	Balance	J1	6000 00					

ACCOUNT OFFICE EQUIPMENT ACCOUNT NO. 14

DATE		ITEM	POST. REF.	DEBIT	DATE		ITEM	POST. REF.	CREDIT
19--									
Aug	1	Balance	J1	1000 00					

ACCOUNT MABEL ALLISON CO. ACCOUNT NO. 21

DATE		ITEM	POST. REF.	DEBIT	DATE		ITEM	POST. REF.	CREDIT
					19--				
					Aug	1	Balance	J1	170 00

ACCOUNT MICHAEL DANIELS CO. ACCOUNT NO. 22

DATE		ITEM	POST. REF.	DEBIT	DATE		ITEM	POST. REF.	CREDIT
					19--				
					Aug	1	Balance	J1	650 00

UNIT TEST continued

LEDGER

ACCOUNT TERI McINTYRE CO. ACCOUNT NO. 23

DATE	ITEM	Post. Ref.	DEBIT	DATE	ITEM	Post. Ref.	CREDIT
				19-- Aug 1	Balance	J1	2 000 00

ACCOUNT BEVERLY MILLER, CAPITAL ACCOUNT NO. 31

DATE	ITEM	Post. Ref.	DEBIT	DATE	ITEM	Post. Ref.	CREDIT
				19-- Aug 1	Balance	J1	5 280 00

ACCOUNT ACCOUNT NO.

DATE	ITEM	Post. Ref.	DEBIT	DATE	ITEM	Post. Ref.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	Post. Ref.	DEBIT	DATE	ITEM	Post. Ref.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	Post. Ref.	DEBIT	DATE	ITEM	Post. Ref.	CREDIT

ACCOUNT ACCOUNT NO.

DATE	ITEM	Post. Ref.	DEBIT	DATE	ITEM	Post. Ref.	CREDIT

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Class notebook
- Class participation
- Project
- Simulation set
- Unit test

EQUIPMENT AND SUPPLIES

Student

Textbook
Notebook
Note Cards
Posters
Ruler

Teacher

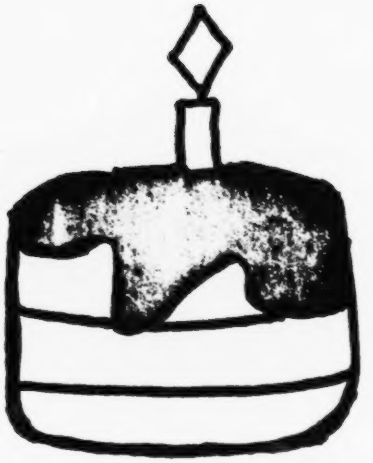
Textbook and Manual
Overhead Projector
Transparencies
Filmstrip Projector
Filmstrips
Bulletin Board Supplies
Periodicals
Computer
Software

DON'T KICK AT SMALL DETAILS

USE THE POSTING REFERENCE

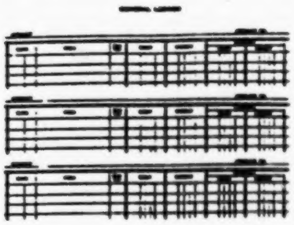
IT'S A PIECE

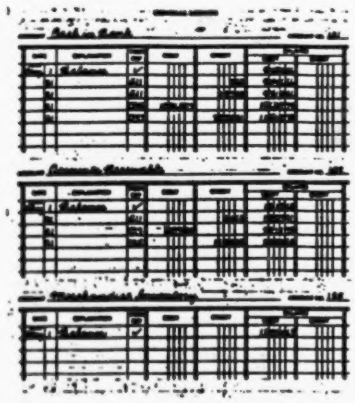
OF CAKE



ONCE YOU KNOW

HOW TO POST





SUPPLEMENTARY MATERIALS

Filmstrips/Cassettes

Accounting and Bookkeeping Terminology
(Two color filmstrips, two cassettes, program guide, reproducible masters)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Principles of Accounting DX967
(Twelve color filmstrips, twelve cassettes, program guide, and reproducible masters)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Periodicals

Classroom Computer Learning
Pitman Learning, Inc.
19 Davis Drive
Belmont, CA 94002

Compute!
P. O. Box 5406
Greensboro, NC 27403

Computerworld
C. W. Communications, Inc.
Box 880
375 Cochituate Road
Framingham, MA 01701

Creative Computing
P. O. Box 789-M
Morristown, NJ 07960

80 Micro
Subscription Department
P. O. Box 981
Farmingdale, NY 11737

inCider
The Apple II Journal
C. W. Communications/Peterborough, Inc.
80 Pine Street
Peterborough, NH 03458

SUPPLEMENTARY MATERIALS continued

Practice Sets

Baggett, Harry W. Cosmic Micro Market Practice Set
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Peele, Ann C. Town and Country Casuals: An Accounting Clerk Practice Set
Gregg Division/McGraw-Hill Book Company, 1985.
P. O. Box 996
Norcross, GA 30091

Simulations

Accounting and Bookkeeping DX101R
1985 Standard Edition,
(Business Discovery System)
Prentice Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Allen Electronic Service
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

The Auditing Clerk
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

The Billing Clerk--Acme Electric Co.
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Home Heating Company
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

Jeans Plus
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

Kenna's Carpet Mart
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

Mean Jeans Manufacturing Co.
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Pinetree Fashions
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Pro-Lawn Service
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

Racquets Unlimited
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Serendipity, Inc.
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Skeeter's Pizza Parlor
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

Software

Accounting Applications for the Microcomputer
Gregg Division/McGraw-Hill Book Company
P. O. Box 996
Norcross, GA 30091

The Donut Franchise: A Microcomputer Simulation
Gregg Division/McGraw-Hill Book Company
P. O. Box 996
Norcross, GA 30091

SUPPLEMENTARY MATERIALS continued

Meigs, Robert F. *Emory Restaurant Supply: A Computerized Problem Set*
Gregg Division/McGraw-Hill Book Company
P. O. Box 996
Norcross, GA 30091

Microcomputer Accounting Applications (Available for Apple II Plus, TRS-80 Model III or 4, IBM-PC), 1983.
Gregg Division/McGraw-Hill Book Company
P. O. Box 996
Norcross, GA 30091

Microcomputer General Ledger System
Gregg Division/McGraw-Hill Book Company
P. O. Box 996
Norcross, GA 30091

RESOURCES

Books

Baron, Harold, and Solomon C. Steinfeld. Practical Record Keeping. 4th ed. Cincinnati: South-Western Publishing Company, 1975.

Huffman, Harry, and Jeffrey R. Stewart. General Recordkeeping. 7th ed. Hightstown, NJ: Gregg/McGraw-Hill Book Company, 1976.

Lasselle, Richard C. Recordkeeping. Boston: Houghton Mifflin Company, 1982.

Slater, Jeffrey. Practical Accounting Procedures. Tarrytown, NY: Prentice-Hall Media, 1983.

Periodicals

Houbon, J., and J. Verbunt. "Computer Education in the Vocational Teacher Training Center at Eindhoven." T.H.E. Journal, Vol. 12, No. 5, January, 1985, pp. 107-108.

Needle, Sheldon, and Donald Hunt. "Micros in Accounting." Journal of Accountancy, Vol. 160, No. 1, July, 1985, pp. 86-92.

Stribil, Michael. "Beyond Computer Literacy." T.H.E. Journal, Vol. 12, No. 10, June, 1985, pp. 69-73.

Tetz, Frank. "Computers Can Make Records More Private." Office Administration and Automation, Vol. XLVI, No. 3, March, 1985, pp. 30-32, 80.

Software Sources

Apple Educational Distributors
2 Bicentennial Way
North Providence, RI 02911

The CAI Coordination Center
California State University
Fresno, CA 93740

Huntington Computing Catalog
1945 S. Dairy
Corcoran, CA 93212

RESOURCES continued

MARCK
280 Linden Avenue
Branden, CT 06405

Minnesota Educational Computing Consortium, Inc. (MECC)
2520 Broadway Drive
St. Paul, MN 55113

UNIT X

ACCOUNTING--PURCHASES AND SALES

INTRODUCTION

Many businesses purchase merchandise for resale to their customers and pay for the merchandise on account or pay cash. Businesses frequently sell merchandise to customers and allow the customer to pay cash or on account. Proper records must be maintained of all transactions involving purchases and sales.

The purpose of this unit is to familiarize students with recordkeeping principles and practices related to purchases and sales using the cash receipts and cash payments journals.

COMPETENCIES

1. Develop problem-solving and decision-making abilities related to purchases and sales transactions.
2. Apply skills necessary in entry-level recordkeeping jobs requiring basic accounting procedures.
3. Complete realistic business problems necessary for the recording of cash payments and cash receipts.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Understand and discuss the various journals and ledgers used in handling purchases and sales.
2. Develop a detailed understanding of journalizing and posting of purchases and sales transactions.
3. Classify the various expense accounts used in cash payments.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Given statements related to purchases and sales on a written test, students will be able to identify whether statements are true or false with at least 75 percent accuracy.
2. Given definitions related to purchases and sales on a written test, students will be able to supply the necessary term needed to complete the statement with at least 75 percent accuracy.

3. In class students will be able to journalize purchasing transactions in a purchases journal with 100 percent accuracy.

4. In class students will be able to post daily transactions from the purchases journal to the proper ledger(s) with 100 percent accuracy.

5. Given a totaled and ruled purchases journal in class, students will be able to post those totals to the accounts payable ledger with 100 percent accuracy, using the proper posting steps.

6. Given various situations in which merchandise was damaged and returned or damaged and reduced in price, students will be able to complete in class the recording of these purchases returns and allowances with at least 75 percent accuracy.

7. Given a list of commonly used expense accounts in class, students will be able to classify specific transactions by the type of expense account with at least 75 percent accuracy.

8. In class students will be able to journalize cash payments transactions in a cash payments journal with 100 percent accuracy.

9. In class students will be able to post daily transactions from the cash payments journal to the proper ledger with 100 percent accuracy.

10. Given a totaled and ruled cash payments journal in class, students will be able to post those totals to the accounts payable and general ledger with 100 percent accuracy, utilizing the proper posting steps.

11. In class students will be able to journalize sales transactions in a sales journal with 100 percent accuracy.

12. In class students will be able to post daily transactions from the sales journal to the proper ledgers with 100 percent accuracy.

13. Given a totaled and ruled sales journal in class, students will be able to post those totals to the accounts receivable ledger with 100 percent accuracy, utilizing the proper posting steps.

14. Given various situations in which goods for resale are damaged and returned or damaged and reduced in price, students will be able to complete in class the recording of these sales returns and allowances with at least 75 percent accuracy.

15. In a class discussion students will be able to differentiate between posting from a sales journal and posting from a sales slip binder.

16. In class students will be able to journalize cash transactions in a cash receipts journal with 100 percent accuracy.

17. In class students will be able to post daily transactions from the cash receipts journal to the proper ledger(s) with 100 percent accuracy.

18. Given a totaled and ruled cash receipts journal in class, students will be able to post those totals to the accounts receivable and general ledgers with 100 percent accuracy, using the proper posting steps.

19. In class students will be able to prove cash by comparing the ending cash balance according to the cash journals with the check book balance with 100 percent accuracy.

20. On a written test students will be able to list the steps in journalizing and posting business transactions with at least 75 percent accuracy.

21. Given a list of transactions on a written test, students will be able to identify the correct journal in which to record each transaction with at least 75 percent accuracy.

METHODOLOGY

The purpose of this unit is to involve students in activities that will develop their abilities to journalize and post sales and purchases transactions, using the proper accounting steps.

Hands-on experience provided through the use of practice sets, audiovisual aids, preprogrammed software, textbooks, and workbooks will be used. Many of these sources are listed in the supplementary section of this unit.

SUGGESTED INTEREST APPROACHES

1. Invite business persons to describe problems encountered in handling various transactions dealing with purchases and sales.
2. Have students survey members of the community to determine what goods and services they purchase for cash or credit and why.
3. Invite the school's accounting manager to speak about the school's uses of credit purchases and cash payments.
4. In small groups have students question local merchants about the records they maintain involving purchases and sales.

5. View audiovisual aids associated with this unit.

6. Introduce preprogrammed software dealing with the journalizing and posting of purchases and sales.

7. Have students complete a simulated practice set.

8. Ask volunteers in the class to prepare bulletin boards emphasizing the important aspects of the unit.

UNIT OUTLINE

ACCOUNTING--PURCHASES AND SALES

I. Purchases

- A. Credit purchases
    1. journalizing purchases on credit
    2. posting from the purchases journal
        - a. daily
        - b. monthly
    3. posting purchases journal totals
    4. journalizing and posting purchases returns and allowances
- B. Cash payments
    1. classifying expenses
    2. journalizing cash payments
    3. posting from the cash payments journal
        - a. daily
        - b. monthly
    4. posting cash payment journal totals

II. Sales

- A. Credit sales
    1. journalizing sales on credit
    2. posting from the sales journal
        - a. daily
        - b. monthly
    3. posting sales journal totals
    4. journalizing and posting sales returns and allowances
    5. posting from a sales slip binder
- B. Cash receipts
    1. journalizing cash receipts
    2. posting from the cash receipts journal
        - a. daily
        - b. monthly
    3. posting cash receipts journal totals
    4. proving cash

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. Given statements related to purchases and sales on a written test, students will be able to identify whether the statements are true or false with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Purchases and Sales	1. Compose (on index cards) a true/false question related to purchases and sales concepts. 2. Organize the class into groups and compete in a hang-man game using materials from Activity 1. 3. Create a jeopardy game using the concepts in Activity 1 and play jeopardy.

2. Given definitions related to purchases and sales on a written test, students will be able to supply the necessary term needed to complete the statement with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Purchases and Sales	1. Prepare a vocabulary notebook consisting of terms and definitions related to purchases and sales. (Appendix A) 2. Complete a "brain teaser" exercise. (Appendix B)

3. In class students will be able to journalize purchasing transactions in a purchases journal with 100 percent accuracy.

Subject Matter Content	Learning Activities
Credit purchases journalizing	1. View a transparency of a purchases journal.

2. Discuss the steps in recording transactions in the purchases journal.

3. View on an overhead projector various sample transactions in the purchases journal indicating under what column heading each item and amount should be placed.

4. Complete workbook and/or textbook activities dealing with journalizing purchasing transactions in a purchases journal.

5. View accuracy of answers in Activity 4 on overhead projector.

---

4. In class students will be able to post daily transactions from the purchases journal to the proper ledger(s) with 100 percent accuracy.

Subject Matter Content	Learning Activities
Credit purchases posting (daily)	1. View a sample of a ledger account form. 2. In a notebook, copy the steps used in posting from journals to ledgers. 3. Complete a sample problem involving posting while viewing the overhead projector. 4. Complete workbook and/or textbook activities dealing with posting from the purchases journal. 5. Check accuracy of answers in Activity 4.

5. Given a totaled and ruled purchases journal in class, students will be able to post those totals to the accounts payable ledger with 100 percent accuracy, using the proper posting steps.

Subject Matter Content	Learning Activities
Credit purchases posting (monthly)	1. View an audiovisual aid of a completed purchases journal and observe pencil footing. 2. Complete workbook and/or textbook activities associated with pencil footing and posting of purchases journal totals. 3. View a transparency of completed problems in Activity 2. 4. Complete workbook and/or textbook activities dealing with posting monthly totals. 5. Check previous activity for accuracy.

6. Given various situations in which merchandise was damaged and returned or damaged and reduced in price, students will be able to complete in class the recording of these purchases returns and allowances with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Journalizing and posting purchases returns and allowances	1. Discuss important aspects of purchases returns and allowances. 2. View a transaction of a purchase return previously recorded in a general journal. 3. View the ledger accounts posted from Activity 2. 4. Complete workbook and/or textbook activities dealing with journalizing and posting purchases returns and allowances. 5. Turn in activities for evaluation.

---

7. Given a list of commonly used expense accounts in class, students will be able to classify specific transactions by the type of expense account with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Cash payments	1. Read teacher-prepared handout giving information concerning expense accounts. (Appendix C)
	2. From a dictated list of transactions, write the expense account to be used.
	3. Discuss the answers given in Activity 2.
Classifying expenses	4. Complete an activity sheet classifying expense accounts. (Appendix D)
	5. Exchange papers and check previous exercise.

---

8. In class students will be able to journalize cash payments transactions in a cash payments journal with 100 percent accuracy.

Subject Matter Content	Learning Activities
Cash payments	1. View a transparency of a cash payments journal.
	2. Discuss the steps in recording transactions in the cash payments journal and record in notebook.
	3. View on transparency various sample transactions in the cash payments journal, indicating under what column each item and amount should be placed.

Journalizing	4. Complete workbook and/or textbook activities associated with journalizing cash payments transactions in a cash payments journal.
	5. Exchange papers and check accuracy of answers in Activity 4.

---

9. In class students will be able to post daily transactions from the cash payments journal to the proper ledger with 100 percent accuracy.

Subject Matter Content	Learning Activities
Cash payments	1. Review a sample of a ledger account form on a transparency.
	2. Copy in class notebook steps used on posting from journals to ledgers.
	3. While viewing a transparency, complete a sample problem involving posting.
Posting (daily)	4. Complete workbook and/or textbook activities dealing with posting from the cash payments journal.
	5. Turn in exercise in Activity 4 for evaluation.

---

10. Given a totaled and ruled cash payments journal in class, students will be able to post those totals to the accounts payable and general ledger with 100 percent accuracy, using the proper posting steps.

Subject Matter Content	Learning Activities
Cash payments	1. View an audiovisual aid of a completed cash payments journal and observe pencil footing.
Posting (monthly)	2. Complete workbook and/or textbook activities dealing with pencil footing and posting of cash payments journal totals.

3. Give oral answers to exercise in Activity 2.
4. Complete workbook and/or textbook activities involving posting monthly totals.
5. Check previous activity for accuracy.

---

11. In class students will be able to journalize sales transactions in a sales journal with 100 percent accuracy.

Subject Matter Content	Learning Activities
Credit sales	1. View a transparency of the sales journal.
	2. Discuss the steps used in recording transactions in the sales journal.
	3. View on a transparency various sample transactions in the sales journal, indicating under what column heading each item and amount should be placed.
Journalizing	4. Complete workbook and/or textbook activities dealing with journalizing sales transactions in a sales journal.
	5. Verify accuracy of answers in Activity 4 while viewing transparency.

---

12. In class students will be able to post daily transactions from the sales journal to the proper ledgers with 100 percent accuracy.

Subject Matter Content	Learning Activities
Credit sales posting (daily)	1. Review steps used in posting from journals to ledgers.
	2. Complete a sample problem involving daily posting (on overhead projector).

3. Complete workbook and/or textbook activities dealing with posting from the sales journal.

4. Exchange and check Activity 3 for accuracy.

---

13. Given a totaled and ruled sales journal in class, students will be able to post those totals to the accounts receivable ledger with 100 percent accuracy, using the proper posting steps.

Subject Matter Content	Learning Activities
Credit sales posting (monthly)	1. View an audiovisual aid of a completed sales journal and observe pencil footing. 2. Complete workbook and/or textbook activities associated with pencil footing and posting of sales journal totals. 3. View a transparency of the completed problem in Activity 2. 4. Complete workbook and/or textbook activities dealing with posting monthly totals. 5. Check previous activity for accuracy.

---

14. Given various situations in which goods for resale are damaged and returned or damaged and reduced in price, students will be able to complete in class the recording of these sales returns and allowances with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Journalizing and posting sales returns and allowances	1. Compare the similarities of sales returns and allowances and purchases returns and allowances. 2. View a transparency of a transaction previously recorded in a general journal of a sales return.

3. View a transparency of ledger accounts posted from Activity 2.

4. In groups of two, complete workbook and/or textbook activities involving journalizing and posting sales returns and allowances.

5. Check previously completed activity orally.

---

15. In a class discussion students will be able to differentiate between posting from a sales journal and posting from a sales slip binder.

Subject Matter Content	Learning Activities
Posting from a sales slip binder	1. View a sample sales slip binder from textbook and/or transparency. 2. Discuss similarities in posting from a sales slip binder and a sales journal. 3. List the steps followed in recording information in ledger accounts from sales slip binder.

---

16. In class students will be able to journalize cash transactions in a cash receipts journal with 100 percent accuracy.

Subject Matter Content	Learning Activities
Cash receipts journalizing	1. View a transparency of a cash receipts journal. 2. Discuss the steps used in recording transactions in the cash receipts journal and record in notebook. 3. View a transparency of various sample transactions in the cash receipts journal, indicating under what column heading each item and amount should be placed.

4. Complete workbook and/or textbook activities associated with journalizing cash receipts transactions in a cash receipts journal.
5. Exchange papers and check accuracy of answers in Activity 4.

---

17. In class students will be able to post daily transactions from the cash receipts journal to the proper ledger(s) with 100 percent accuracy.

Subject Matter Content	Learning Activities
Cash receipts posting (daily)	1. Review a sample of a ledger account form on a transparency. 2. Copy in class notebook steps used in posting from journal to ledgers. 3. While viewing the transparency, complete a sample problem involving posting. 4. Complete workbook and/or textbook activities dealing with posting from the cash receipts journal. 5. Turn in Activity 4 for evaluation.

18. Given a totaled and ruled cash receipts journal in class, students will be able to post those totals to the accounts receivable and general ledgers with 100 percent accuracy, using the proper posting steps.

Subject Matter Content	Learning Activities
Cash receipts posting (monthly)	1. View an audiovisual aid of a completed cash payments journal and observe pencil footing. 2. Complete workbook and/or textbook activities dealing with pencil footing and posting of cash payment journal totals.

3. Give oral answers to the exercise in Activity 2.
4. Complete workbook and/or textbook activities involving posting monthly totals.
5. Check Activity 4 for accuracy.

---

19. In class students will be able to prove cash by comparing the ending cash balance according to the cash journals with the checkbook balance with 100 percent accuracy.

Subject Matter Content	Learning Activities
Proving cash	1. Discuss the importance of proving cash in cash journals. 2. Copy proving cash formula in notebook. 3. View on board sample problems of proving cash. 4. Calculate the proving of cash by using previously completed cash journals in workbook and/or textbook activities. 5. Turn in Activity 4 for evaluation.

---

20. On a written test students will be able to list the steps in journalizing and posting business transactions with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Journalizing and posting	1. Review the steps used in journalizing and posting. 2. In small groups, prepare a bulletin board idea on regular notebook paper involving the steps used in journalizing or posting.

3. Follow the necessary steps for journalizing and posting using a microcomputer software package.

---

21. Given a list of transactions on a written test, students will be able to identify the correct journal in which to record each transaction with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Purchases and sales	1. Review on a transparency the various forms used for journalizing and posting.
	2. Complete a practice simulation set involving the complete accounting cycle when dealing with purchases and sales.
	3. Turn in Activity 2 for evaluation.
	4. Journalize and post business transactions using a microcomputer software package.

APPENDIX A

GLOSSARY OF TERMS

Account
Accounts Payable Ledger
Accounts Receivable Ledger
Cash
Cash Payments Journal
Cash Receipts Journal
Credit Memo
Creditor
Entry
Expense Accounts
Journal
Journalizing
Ledger
Memorandum Entry
Merchandise for Resale
Posting
Proving Cash
Purchase Returns
Purchases Account
Purchases Allowance
Purchases Journal
Revenue
Sales Account
Sales Allowance
Sales Journal
Sales Returns
Sales Slip Binder
Special Journal
Temporary Account

APPENDIX B

BRAIN TEASER

Unscramble the word or words at the end of each of the following statements. Place answers on a sheet of loose-leaf paper.

1. Special journal used to record the purchase of merchandise on credit. sucaeshpr oralnuj
2. Comparing the ending cash balance according to the cash journal with the checkbook balance. gnoirpv asch
3. Entering a transaction in a journal. izurniojalng
4. Temporary owner's equity account. xespene couacnt
5. Used instead of a sales journal. slesa ipls nibedr
6. Records of transactions by account. dgleers
7. Special journal used for cash payment transactions. achs tyampnes ujnaorl
8. The transfer of amounts from journals to ledger accounts. ntopsig
9. Special journal used to record sales on credit. seasl luorjna
10. Record of all business transactions by date. aroljun
11. Entry not posted. munroemmad ytner
12. Journal used to record cash receipts. hacs teercips lnojura
13. Money earned by business from the sale of goods and services. eeerunv

APPENDIX B

ANSWER KEY

1.	sucaeshpr oralnuj	purchases journal
2.	gnoirpv asch	proving cash
3.	izurniojalng	journalizing
4.	xespene couacnt	expense account
5.	slesa ipls nibedr	sales slip binder
6.	dgleers	ledgers
7.	achs tyampnes ujnaorl	cash payments journal
8.	ntopsig	posting
9.	seasl luorjna	sales journal
10.	aroljun	journal
11.	munroemmad ytner	memorandum entry
12.	hacs teercips lnojura	cash receipts journal
13.	eeerunv	revenue

APPENDIX C

FREQUENTLY USED EXPENSE ACCOUNTS

Account	Examples of Expenses
Advertising Expense	Advertising on radio/television or in newspaper
Delivery Expense	Fuel, repairs, and tires for delivery vehicles
Insurance Expense	Fire, theft, liability insurance
Miscellaneous Expense	Expenses not incurred in any other expense account
Office Expense	Stationery, stamps, and ribbons for typewriters and printers
Rent Expense	Rental cost for building or property
Salaries Expense	Employees' wages
Store Expense	Gift wrap, merchandise bags, window display materials, sales slip books, register tapes
Tax Expense	Federal, state, and local taxes
Utility Expense	Gas, water, telephone, electricity

APPENDIX D

CLASSIFYING EXPENSE ACCOUNTS

Directions: Determine how each of the following transactions should be classified and place the corresponding letter in the blank.

A - Advertising Expense
D - Delivery Expense
I - Insurance Expense
M - Miscellaneous Expense
O - Office Expense
R - Rent Expense
SA - Salary Expense
ST - Store Expense
T - Tax Expense
U - Utility Expense

_____ 1. Issued check for gas for car.

_____ 2. Issued check for rent.

_____ 3. Issued check for state taxes.

_____ 4. Issued check to pay light bill.

_____ 5. Issued check to pay for postage.

_____ 6. Issued check to pay for employees' wages.

_____ 7. Issued check to pay for wrapping paper.

_____ 8. Issued check to pay Times Press newspaper.

_____ 9. Issued check to pay for new tires on delivery vehicle.

_____ 10. Issued check to pay for new mannequins.

_____ 11. Issued check to pay for maid service.

_____ 12. Issued check to pay for window cleaning.

_____ 13. Issued check for a credit bureau listing.

_____ 14. Issued check for advertising signs.

_____ 15. Issued check for monthly fire premiums.

APPENDIX D

ANSWER KEY

Directions: Determine how each of the following transactions should be classified and place the corresponding letter in the blank.

A - Advertising Expense
D - Delivery Expense
I - Insurance Expense
M - Miscellaneous Expense
O - Office Expense
R - Rent Expense
SA - Salary Expense
ST - Store Expense
T - Tax Expense
U - Utility Expense

D 1. Issued check for gas for car.

R 2. Issued check for rent.

T 3. Issued check for state taxes.

U 4. Issued check to pay light bill.

O 5. Issued check to pay for postage.

SA 6. Issued check to pay for employees' wages.

ST 7. Issued check to pay for wrapping paper.

A 8. Issued check to pay Times Press newspaper.

D 9. Issued check to pay for new tires on delivery vehicle.

ST 10. Issued check to pay for new mannequins.

M 11. Issued check to pay for maid service.

M 12. Issued check to pay for window cleaning.

M 13. Issued check for a credit bureau listing.

A 14. Issued check for advertising signs.

I 15. Issued check for monthly fire premiums.

UNIT TEST

ACCOUNTING--PURCHASES AND SALES

A. TRUE/FALSE

Directions: Write T for true or F for false in the blank space next to each statement.

_____ 1. Each entry in the purchases journal is credited to accounts payable.

_____ 2. For a transaction to be recorded in the purchases journal, a transaction must be a cash purchase.

_____ 3. The credit to the purchases account is posted at the end of the month.

_____ 4. Purchases returns and allowances account is an asset account.

_____ 5. Purchases returns and allowances are entered in the general journal.

_____ 6. Check stubs are used to journalize cash payments.

_____ 7. When a cash payments journal is used, only one line is needed to enter each cash payment.

_____ 8. A cash payment made for an expense is journalized by crediting an expense account and debiting the cash account.

_____ 9. When expenses are greater than revenue, the business has a net gain.

_____10. Credits in a cash payments journal are posted as a total at the end of the month.

_____11. Each entry in a sales journal is debited to accounts payable.

_____12. Many people return items purchased because the items are the wrong size or color or damaged.

_____13. Debits in the cash receipts journal are posted to cash at the end of the month.

_____14. Posting transfers amounts in the ledger to appropriate accounts in the journal.

_____ 15. A dash or check mark in the Posting Reference column in the cash receipts journal means that the entry is not posted.

B. FILL IN THE BLANK

Directions: Supply the necessary terms needed to complete each of the following statements.

1. A book in which creditors' accounts are detailed is the ______________________________.
2. One to whom money is owed is a(n) ______________________________.
3. The record of a transaction in a journal or ledger is a(n) ______________________________.
4. Transferring information from a journal to a ledger account is called ______________________________.
5. To record a transaction in a journal is called ______________.
6. A record of increases or decreases in a specific item is a(n) ______________________________.
7. A price reduction given for such things as damaged or used merchandise is called ______________________________.
8. A book used to record sales of merchandise on account is a(n) ______________________________.
9. A book in which customers' accounts are detailed is a(n) ______________________________.
10. A form prepared by the seller recording the amount deducted for returns and allowances is a(n) ______________________________ ______________________________.
11. A special journal used to record only cash receipts transactions is a(n) ______________________________.
12. A special journal used to record cash payments transactions only is a(n) ______________________________.
13. Merchandise returned from the customer for a cash refund or a credit on account is a(n) ______________________________.

14. An account used only for a specified period of time is a(n) ______________________________.

15. A journal used for a particular type of transaction is a(n) ______________________________.

C. LISTING

Directions: Discuss each item, using complete sentences.

1. List the steps followed in posting from the cash receipts journal to the ledger accounts. Include both daily and monthly posting.

   Daily:

   a.

   b

   c.

   d.

   Monthly:

   a.

   b.

   c.

2. List the steps followed in recording a transaction in the sales journal.

   a.

   b.

   c.

   d.

   e.

D. GENERAL AND SPECIAL JOURNALS

Directions: Use the form below to indicate in which journal each of the following transactions should be recorded. Place a check mark in the correct column.

Oct. 5 Sold merchandise on account to Lynn Davis.

8 Received cash from Winnie Wurzlow, a charge customer, to apply on her account.

10 Received credit from XYZ Co. for defective merchandise purchased on account.

11 Paid the monthly telephone bill.

12 Lynn Davis returned for full credit merchandise bought on account.

15 Purchased merchandise on account from ABC Co.

17 Paid monthly bill for merchandise from ABC Co.

Date of Transaction	Sales	Cash Receipts	Purchases	Cash Payments	General

UNIT TEST

ANSWER KEY

A. TRUE/FALSE

Directions: Write T for true or F for false in the blank space next to each statement.

T 1. Each entry in the purchases journal is credited to accounts payable.

F 2. For a transaction to be recorded in the purchases journal, a transaction must be a cash purchase.

F 3. The credit to the purchases account is posted at the end of the month.

F 4. Purchases returns and allowances account is an asset account.

T 5. Purchases returns and allowances are entered in the general journal.

T 6. Check stubs are used to journalize cash payments.

T 7. When a cash payments journal is used, only one line is needed to enter each cash payment.

F 8. A cash payment made for an expense is journalized by crediting an expense account and debiting the cash account.

F 9. When expenses are greater than revenue, the business has a net gain.

T 10. Credits in a cash payments journal are posted as a total at the end of the month.

F 11. Each entry in a sales journal is debited to accounts payable.

T 12. Many people return items purchased because the items are the wrong size or color or damaged.

T 13. Debits in the cash receipts journal are posted to cash at the end of the month.

F 14. Posting transfers amounts in the ledger to appropriate accounts in the journal.

T 15. A dash or check mark in the Posting Reference column in the cash receipts journal means that the entry is not posted.

B. FILL IN THE BLANK

Directions: Supply the necessary terms needed to complete each of the following statements.

1. A book in which creditors' accounts are detailed is the accounts payable ledger.
2. One to whom money is owed is a(n) creditor.
3. The record of a transaction in a journal or ledger is a(n) entry.
4. Transferring information from a journal to a ledger account is called posting.
5. To record a transaction in a journal is called journalizing.
6. A record of increases or decreases in a specific item is a(n) account.
7. A price reduction given for such things as damaged or used merchandise is called purchases allowances.
8. A book used to record sales of merchandise on account is a(n) sales journal.
9. A book in which customers' accounts are detailed is a(n) accounts receivable ledger.
10. A form prepared by the seller recording the amount deducted for returns and allowances is a(n) credit memo.
11. A special journal used to record only cash receipts transactions is a(n) cash receipts journal.
12. A special journal used to record cash payments transactions only is a(n) cash payments journal.
13. Merchandise returned from the customer for a cash refund or a credit on account is a(n) sales return.

14. An account used only for a specified period of time is a(n) temporary account.

15. A journal used for a particular type of transaction is a(n) special journal.

C. LISTING

Directions: Discuss each item, using complete sentences.

1. List the steps followed in posting from the cash receipts journal to the ledger accounts. Include both daily and monthly posting.

   Daily:

   a. The date is recorded in the Date column on the credit side of the account.

   b. The amount is recorded in the Credit column.

   c. "CR" and the page number "1" are entered in the Posting Reference column.

   d. The number of the ledger account is written in the Posting Reference column of the journal.

   Monthly:

   a. At the end of the month, the cash receipts journal is pencil-footed, totaled, and ruled. "Cash Debit" is written in the Account Credited column on the same line as the total of the Cash Debit column.

   b. The total is posted to the debit side of the Cash account. The Date, Debit, and Posting Reference columns are filled in.

   c. The number of the Cash account is written in the Posting Reference column of the journal.

2. List the steps followed in recording a transaction in the sales journal.

   a. The date of the sale is entered in the Date column.

   b. The sales slip number is entered in the Sales Slip Number column.

c. The name of the customer is entered in the Account Debited Column. All entries in the sales journal are debited to accounts receivable.

d. The amount of the sale is entered in the Sales Credit column.

e. The Posting Reference column is left blank. It will be used when the entry is posted.

D. GENERAL AND SPECIAL JOURNALS

Directions: Use the form below to indicate in which journal each of the following transactions should be recorded. Place a check mark in the correct column.

Oct. 5 Sold merchandise on account to Lynn Davis.

8 Received cash from Winnie Wurzlow, a charge customer, to apply on her account.

10 Received credit from XYZ Co. for defective merchandise purchased on account.

11 Paid the monthly telephone bill.

12 Lynn Davis returned for full credit merchandise bought on account.

15 Purchased merchandise on account from ABC Co.

17 Paid monthly bill for merchandise from ABC Co.

UNIT TEST continued

Date of Transaction	Cash Sales	Cash Receipts	Purchases	Payments	General
October 5	X				
October 8		X			
October 10					X
October 11				X	
October 12					X
October 15		X			
October 17				X	

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Activity sheets
- Class notebook
- Class participation
- Practice set
- Software packages
- Unit test
- Vocabulary notebook
- Workbook/textbook exercises

EQUIPMENT AND SUPPLIES

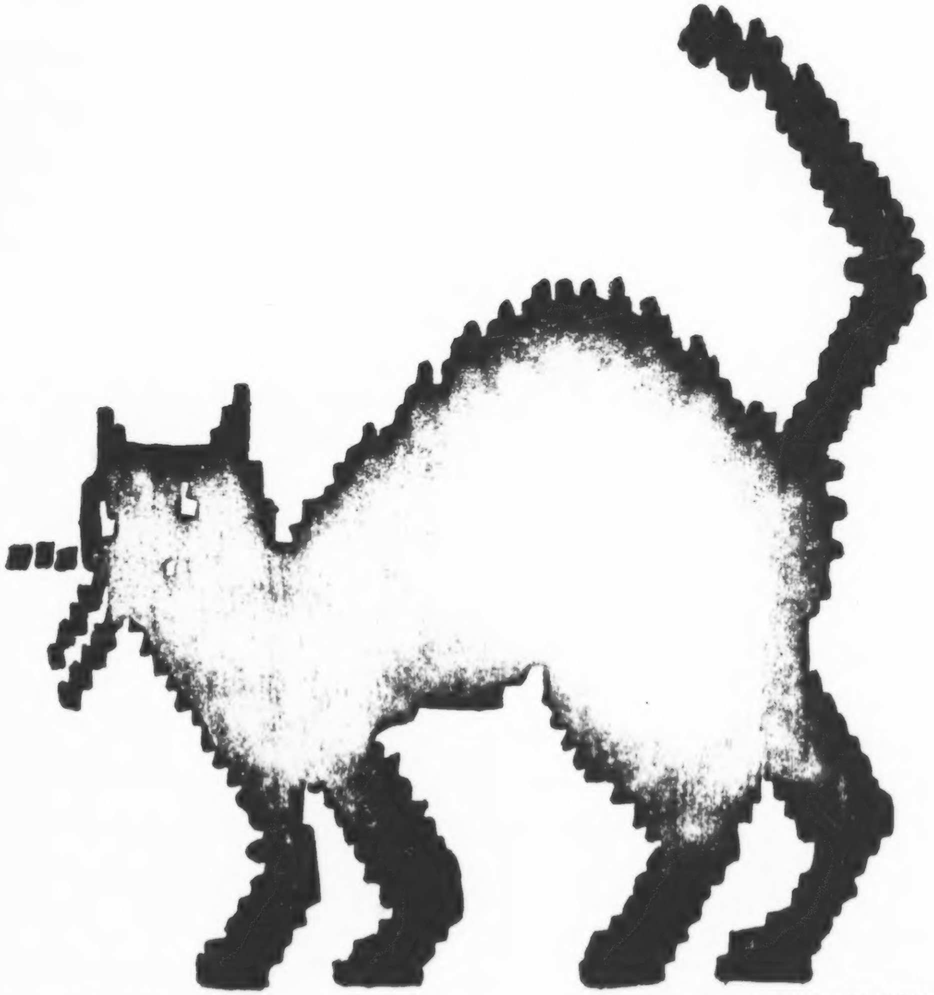
Student

Textbook/Workbook
Notebook
Simulation Set
Microcomputers
Calculators
Index Cards

Teacher

Textbook and Manual
Overhead Projector
Transparencies
Bulletin Board Supplies
Periodicals
Software Packages/Manuals
Handout Materials
Activity Sheets
Wall Charts
Samples of Various Forms Used

DOES YOUR POSTING SHOW PUR - FECTION?

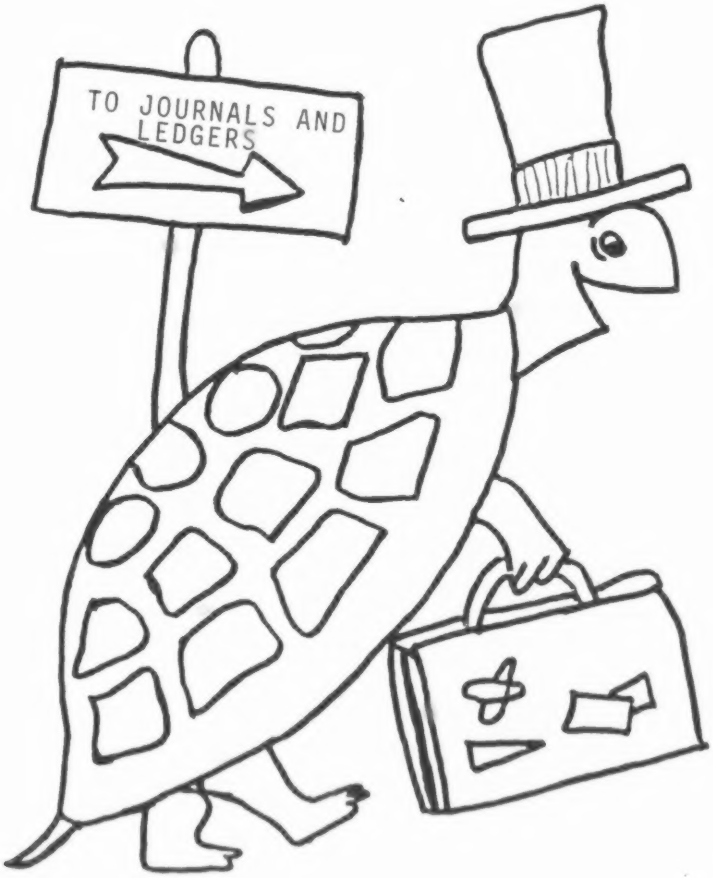


ARE YOUR FIGURES ACCURATE?

ARE YOUR TRANSACTIONS CORRECT?

Put On Your Thinking Hat

When Journalizing


TO JOURNALS AND LEDGERS

Purchases and Sales

SUPPLEMENTARY MATERIALS

Filmstrips/Cassettes

Accounting Functions--DX1036-5
(1985)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Accounting Sound Filmstrips
(Volumes 1 and 2--1982)
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Billing and Customer Service Terminology--DX1032
(1985)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Principles of Accounting--DX967
(1985)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Games

Net Income (An Accounting Game)
Louis D. Mason
MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10467

Periodicals

Business Education World
McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

Business Exchange
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

SUPPLEMENTARY MATERIALS continued

Journal of Accountancy
1221 Avenue of the Americas
New York, NY 10020

Modern Office Technology
P. O. Box 95795
Cleveland, OH 44101

Office, The
Office Publications, Inc.
1600 Summer Street
Stamford, CT 06904

Office Administration and Automation
Geyer-McAllister Publications, Inc.
51 Madison Avenue
New York, NY 10010

T. H. E. Journal
Circulation Department
P. O. Box 364
Arlington, MA 02174

Today's Office
Hearst Business Communications, Inc.
645 Stewart Avenue
Garden City, NY 11530

Simulations

Accounting and Bookkeeping--DX101R
(Business Discovery System)
(Standard Edition--1985)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Baggett, Harry W., Jr. *Cosmic Micro Market*, 1982.
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis.
Woodlawn Landscapes, A Bookkeeping Simulation, 1984.
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

SUPPLEMENTARY MATERIALS continued

Caldwell, J. Edward. Business Simulation--Audiotech Company,
Eighth Edition, 1984.
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Cotton, L. Joseph, Judith Lima, and Donald Koeppen.
Houston House: A Job Training/Office Simulation Approach
to Recordkeeping, 1984. (Also available with an orientation
sound filmstrip and cassette.)
Gregg/McGraw-Hill Book Company
P. O. Box 996
Norcross, GA 30091

Lasselle, Richard C. Summit Enterprises, A Recordkeeping
Simulation, 1983.
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

Peterson, David R. Skeeter's Pizza Parlor: A Shoebox Practice
Set for Accounting, 1984.
Gregg/McGraw-Hill Book Company
P. O. Box 996
Norcross, GA 30091

Weaver, D. H., J. M. Hanna, and M. H. Freeman. Sun-N-Ski: An
Accounting Simulation, 1984.
Gregg/McGraw-Hill Book Company
P. O. Box 996
Norcross, GA 30091

Software

Allen, Warren W., and Dale H. Klooster, Ed. Automated Accounting
for the Microcomputer, 1982.
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Hamilton, S. S. Accounting Applications for the Microcomputer,
1985.
Gregg/McGraw-Hill Book Co.
P. O. Box 996
Norcross, GA 30091

SUPPLEMENTARY MATERIALS continued

Hamilton, S. S., and D. H. Weaver. Microcomputer Accounting Application, 1985.
Gregg/McGraw-Hill Book Co.
P. O. Box 996
Norcross, GA 30091

Lasselle, Richard C., and Daryl A. VanAlstyne. Microcomputer Activities for Recordkeeping, 1984.
Houghton Mifflin Co.
One Beacon Street
Boston, MA 02108

Pillsbury, Wilbur F., and William C. Ripperger. Microcomputer-Augmented Accounting! A CAI Approach, 1983.
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Taylor, Judy L., Betty Brown Williamson, and Ed Milam. The Computerized Billing Clerk--Acme Electric Co., 1984.
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Textbooks

Baron, Harold, Solomon C. Steinfeld and Robert A Schultheis. Practical Record Keeping
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Huffman, Harry, and Jeffrey R. Stewart. General Recordkeeping, 8th Edition, 1981.
McGraw-Hill Book Company
Hightstown/Princeton Road
Hightstown, NJ 08520

Lasselle, Richard C. Recordkeeping: The Total Concept, 1982.
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

Slater, Jeffrey. Practical Accounting Procedures, 2nd Edition, 1984, DX68814-3.
Prentice-Hall Media
150 White Plains Road
Tarrytown, NY 10591

RESOURCES

Allen, Warren W., and Dale H. Klooster, Ed. *Automated Accounting for the Microcomputer*. Cincinnati: South-Western Publishing Co., 1982.

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis. *Practical Record Keeping*. Cincinnati: South-Western Publishing Co., 1981.

Berger, James L. *Educators Guide to Free Audio and Video Materials*. 31st ed. Randolph, Wisconsin: Educators Progress Service, Inc., 1984.

Cotton, Joseph L., Judith Lima, and Donald Koeppen. *Houston House: A Job-Training/Office Simulation Approach to Recordkeeping*. New York: McGraw-Hill Book Company, 1984.

Echternacht, Lonnie, Ann Barnard, Joyce Caton, and Larry Hopen. *Games in Business Education*. Reston, VA: National Business Education Association, 1980.

Guerrieri, Donald J., F. Barry Haber, William B. Hoyt, and Robert E. Turner. *Accounting Concepts/Procedures/Applications*. Boston: Houghton Mifflin Company, 1985.

Huffman, Harry, and Jeffrey R. Stewart. *General Recordkeeping*. 8th ed. New York: Gregg/McGraw-Hill Book Co., 1981.

Lasselle, Richard C. *Recordkeeping, The Total Concept*. Boston: Houghton Mifflin Company, 1982.

Moore, Norman R. *Free and Inexpensive Learning Materials*. Compiled by George Peabody College for Teachers. Nashville, TN: Incentive Publications, Inc., 1981.

Nehmer, Kathleen S. *Guide to Free Computer Materials*. 3rd ed. Randolph, Wisconsin: Educators Progress Service, Inc., 1985.

Reap, Margaret Casey, "Accounting is More Than a Balance Sheet." Chapter 8, *Business Education Forum/Yearbook Issue*. Reston, VA: National Business Education Association, April-May, 1984, pp. 40-44.

Shaffer, Dale E. *Educator's Sourcebook of Posters*. Salem, Ohio: Dale E. Shaffer, 1981.

Slater, Jeffrey. *Practical Accounting Procedures*. 2nd ed. Tarrytown, NY: Prentice-Hall Media, 1984.

Swanson, Robert M., Kenton E. Ross, Robert D. Hanson, and Lewis D. Boynton. *Century 21 Accounting*. 3rd ed. Cincinnati: South-Western Publishing Co., 1982.

UNIT XI

ACCOUNTING--FINANCIAL STATEMENTS

INTRODUCTION

There are various types of financial records used in accounting. In this unit emphasis is placed on working with the accounting cycle in its simplest form. The students learn to prepare financial records, including trial balance, income statement, and balance sheet, for a service business and for a merchandising business.

The functions of each financial statement are discussed. The steps in the location of errors on a trial balance, the preparation of each financial statement, and the computation of the cost of merchandise sold are also emphasized in this unit.

COMPETENCIES

1. Understand the functions of specific accounting financial statements.
2. Develop the skill of preparing accounting financial statements for service businesses and merchandising businesses.
3. Develop an understanding of the importance of maintaining organized accounting financial records.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Understand and discuss various accounting statements and their functions.
2. Prepare financial statements for service businesses and merchandising businesses.
3. Identify the terminology related to maintaining and preparing accounting financial statements.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test students will be able to match terminology for accounting financial statements with their definitions with at least 75 percent accuracy.

2. Students will be able to list and explain the function(s) of the financial accounting statements--trial balance, income statement, and balance sheet--on a written test with at least 75 percent accuracy.

3. In class when given accounts for a service business that have been posted, students will be able to determine the balances and prepare a trial balance with 100 percent accuracy.

4. In class when given a list of accounts for a trial balance, students will be able to list accounts in correct trial balance order and indicate the type of balance for each account with 100 percent accuracy.

5. In class when given a trial balance for a service business, students will be able to prepare an income statement with 100 percent accuracy.

6. In class students will be able to prepare a balance sheet for a service business with information obtained from a trial balance with 100 percent accuracy.

7. On a written test students will be able to prepare a trial balance for a merchandising business when given account titles and balances, with at least 75 percent accuracy.

8. On a written test students will be able to prepare an income statement when given the trial balance of a merchandising business and the amount of ending inventory, with at least 75 percent accuracy.

9. On a written test students will be able to prepare a balance sheet for a merchandising business with at least 75 percent accuracy.

10. In class students will be able to discuss other types of accounting financial statements.

11. In class students will be able to discuss the differences between the trial balance, balance sheet, and income statement for a service business and a merchandising business.

METHODOLOGY

This unit is designed to allow students to work in large groups, in small groups, or individually. It has been designed to bring together, in a summary form, all the business activities affecting the profit or loss of a business. Students will prepare statements determining profit or loss and the current status of assets, liabilities, and owner's equity.

Periodicals, field trips, guest speakers, practice sets, computer activities, and audiovisual aids will be used to enhance content covered in the teacher's lectures. Some of these items are listed in the supplementary materials at the end of the unit.

SUGGESTED INTEREST APPROACHES

1. Invite an accountant from a local business to speak on maintaining and preparing accounting financial statements.
2. Have students prepare charts and bulletin boards to stress important aspects of financial statements.
3. View audiovisual aids associated with the unit.
4. Plan a tour of a service business and/or merchandising business to give the students an overall view of an accounting department and records.

UNIT OUTLINE

ACCOUNTING--FINANCIAL STATEMENTS

I. Trial Balance

  A. Steps in preparing a trial balance
    1. balance accounts
    2. prepare trial balance
      a. prepare heading
      b. record accounts balances
      c. total and rule
    3. check for accuracy
  B. Categories of businesses
    1. service business
    2. merchandising business

II. Income Statement

  A. Steps in preparing an income statement
    1. prepare heading
    2. prepare revenue section
    3. prepare expense section
    4. determine net income or net loss
    5. rule
  B. Categories of businesses
    1. service business
    2. merchandising business

III. Balance Sheet

- A. Steps in preparing a balance sheet
    1. prepare heading
    2. prepare assets section
    3. prepare liabilities section
    4. prepare owner's equity section
    5. total and rule
- B. Categories of businesses
    1. service business
    2. merchandising business

IV. Other Accounting Financial Statements

- A. Comparative balance sheet
- B. Comparative income statement
- C. Statement of condition
- D. Stock report

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

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1. On a written test students will be able to match terminology for accounting financial statements with their definitions with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Terminology	1. Complete a find-a-term puzzle. (Appendix A) 2. Complete a criss cross puzzle. (Appendix B) 3. Write and define terms in notebook.

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2. Students will be able to list and explain the function(s) of the financial accounting statements--trial balance, income statement, and balance sheet--on a written test with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Accounting-- Financial Statements	1. View an audiovisual aid concerning different types of financial statements.

2. Collect different types of financial accounting statements.
3. Discuss the function(s) of each collected statement.
4. Prepare a bulletin board display of the different types of financial statements.

---

3. In class when given accounts for a service business that have been posted, students will be able to determine the balances and prepare a trial balance with 100 percent accuracy.

Subject Matter Content	Learning Activities
Trial Balance Steps in preparing	1. View transparencies that will summarize the trial balance process. 2. Complete activities in workbook and/or textbook involving preparing trial balances. 3. Prepare a poster listing the steps for locating errors in the trial balance. 4. Work prepared problem(s) in workbook and/or textbook involving locating errors in the trial balance.

---

4. In class, when given a list of accounts for a trial balance, students will be able to list accounts in correct trial balance order and indicate the type of balance for each account with 100 percent accuracy.

Subject Matter Content	Learning Activities
Trial Balance Steps in preparing	1. Work in small groups on workbook and/or textbook activities involving arranging accounts in correct trial balance order and indicating whether each account has a debit or a credit balance.

2. View an audiovisual aid involving the correct placement of account balances in a trial balance.

---

5. In class when given a trial balance for a service business, students will be able to prepare an income statement with 100 percent accuracy.

Subject Matter Content	Learning Activities
Income Statement Steps in preparing	1. View a transparency showing an income statement for a service business.
	2. Work problems in workbook and/or textbook covering the preparation of an income statement for a service business.
	3. Prepare a poster illustrating the parts of an income statement for a service business.

---

6. In class students will be able to prepare a balance sheet for a service business with information obtained from a trial balance with 100 percent accuracy.

Subject Matter Content	Learning Activities
Balance Sheet Steps in preparing	1. View a transparency showing a balance sheet for a service business.
	2. Work problems in workbook and/or textbook covering the preparation of a balance sheet for a service business.
	3. Prepare a poster illustrating the parts of a balance sheet for a service business.
	4. Contact an accountant from a service business to explain his company's procedure for preparing financial statements.

5. Collect sample balance sheets from various companies.

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7. On a written test students will be able to prepare a trial balance for a merchandising business when given account titles and balances, with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Trial Balance	1. View a transparency showing a trial balance for a merchandising business. 2. Work problems in workbook and/or textbook covering the preparation of a trial balance for a merchandising business. 3. Prepare a poster illustrating the parts of a trial balance for a merchandising business. 4. Prepare a bulletin board showing the trial balance of a merchandising business. 5. Begin practice set and/or computer simulation.

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8. On a written test students will be able to prepare an income statement when given the trial balance of a merchandising business and the amount of ending inventory, with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Income Statement	1. Work problems in workbook and/or textbook on the cost of merchandise sold. 2. View a transparency on the steps in calculating the cost of merchandise sold. 3. Prepare a poster illustrating the steps in calculating the cost of merchandise sold.

11. In class students will be able to discuss the differences between the trial balance, balance sheet, and income statement for a service business and a merchandising business.

Subject Matter Content	Learning Activities
Categories of businesses	1. View transparencies covering the three financial statements for a service business and a merchandising business.
	2. Work problems in textbook and/or workbook involving the financial statements for a service business and a merchandising business.
	3. For display, collect illustrations of financial statements representing service businesses and merchandising businesses from periodicals, newspapers, and businesses.
	4. Compare the forms for the two types of businesses.

APPENDIX A

FIND-A-TERM PUZZLE

Find and circle the hidden business terms. The terms can be read vertically, horizontally, diagonally, forward and backward.

G	T	G	L	F	D	P	R	R	G	J	R	J	H	D	T	A	N	K	T	A	D	P	J	D	D	K	A	C	P
P	F	A	C	S	S	E	N	I	S	U	B	E	C	I	V	R	E	S	M	A	C	D	S	E	D	R	E	J	U
E	I	W	D	E	A	C	J	H	D	B	A	J	L	D	C	L	T	P	E	M	L	P	J	M	P	C	P	A	R
A	S	T	N	U	O	C	C	A	N	C	G	C	R	G	T	G	I	A	R	T	I	O	N	C	T	A	C	T	C
A	C	C	I	O	E	A	C	T	A	C	T	J	O	U	O	P	O	A	C	P	E	A	E	T	A	C	Y	A	H
E	A	E	A	C	T	A	C	T	A	I	O	E	A	C	T	A	S	K	H	P	U	L	T	J	E	A	C	T	A
A	L	Z	E	A	C	T	Q	C	A	P	I	T	A	L	C	O	S	T	A	S	T	O	I	T	O	B	H	A	S
C	P	S	L	P	U	G	T	G	L	F	D	D	Z	T	A	Z	D	A	N	I	N	V	N	T	O	R	R	R	E
A	E	I	E	X	P	T	A	T	C	A	P	P	T	N	P	A	C	E	D	S	T	A	C	A	A	T	M	N	S
A	R	A	G	R	O	S	T	E	A	S	T	E	T	E	I	B	A	C	I	N	C	E	O	H	S	E	E	T	A
E	I	W	N	E	E	X	P	E	N	S	E	S	I	M	T	N	E	N	S	N	C	M	M	E	A	C	T	A	C
L	O	A	G	T	G	L	D	H	D	Z	K	T	F	E	A	N	T	A	E	F	J	H	E	T	A	D	P	J	D
R	D	R	E	D	T	A	C	S	T	A	C	T	O	T	L	O	A	I	J	A	C	T	A	C	F	A	C	H	A
L	D	D	G	A	R	E	V	E	N	U	E	C	R	A	S	G	U	A	N	A	C	S	A	N	T	I	C	L	A
A	I	H	C	H	I	R	O	C	P	A	C	T	P	T	T	C	G	B	V	V	I	O	A	C	T	A	C	T	C
I	O	T	U	T	A	C	T	N	A	C	T	A	S	S	A	D	S	L	E	G	T	G	G	A	V	G	U	A	R
A	I	I	I	O	A	C	T	A	A	S	C	A	S	E	T	I	O	A	N	O	E	C	G	H	S	L	P	C	S
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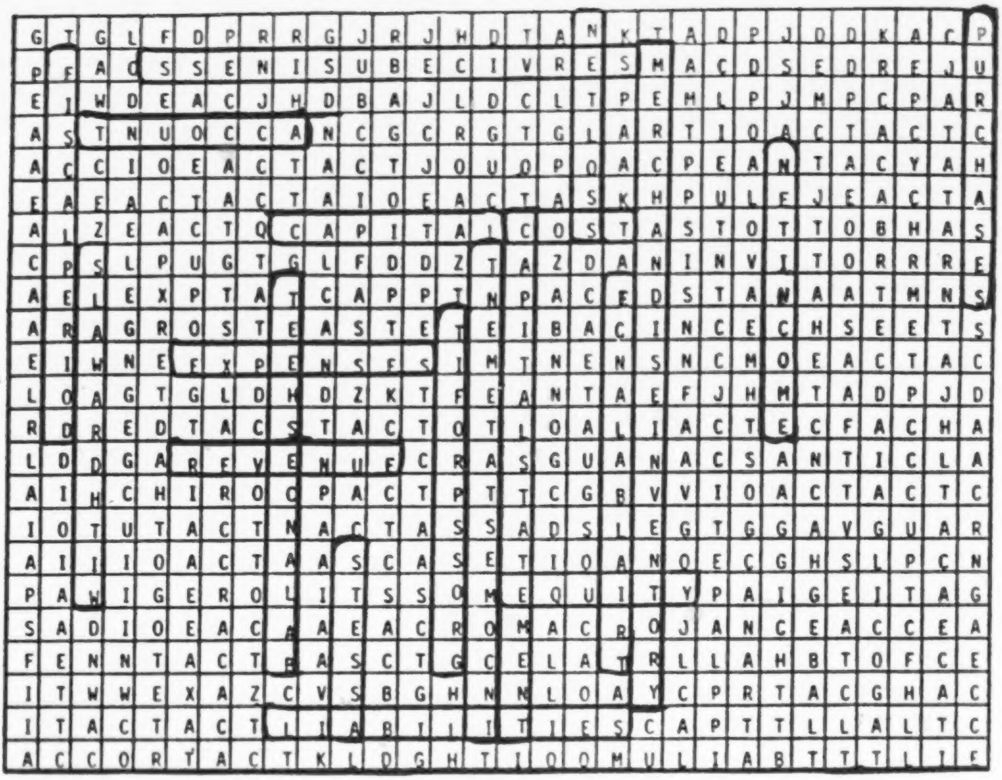
F	E	N	N	T	A	C	T	R	A	S	C	T	G	C	E	L	A	T	R	L	L	A	H	B	T	O	F	C	E
I	T	W	W	E	X	A	Z	C	V	S	B	G	H	N	N	L	O	A	Y	C	P	R	T	A	C	G	H	A	C
I	T	A	C	T	A	C	T	L	I	A	B	I	L	I	T	I	E	S	C	A	P	T	T	L	L	A	L	T	C
A	C	C	O	R	T	A	C	T	K	L	D	G	H	T	I	O	O	M	U	L	I	A	B	T	T	T	L	I	S

Account
Balance Sheet
Capital Statement
Equity
Fiscal Period
Income Statement
Merchandise Inventory
Net Loss
Revenue
Trial Balance
Assets
Capital
Cost
Expenses
Gross Profit
Liabilities
Net Income
Purchases
Service Business
Withdrawals

APPENDIX A

ANSWER KEY



G	T	G	L	F	D	P	R	R	G	J	R	J	H	D	T	A	N	K	T	A	D	P	J	D	D	K	A	C	P
P	F	A	C	S	S	E	N	I	S	U	B	E	C	I	V	R	E	S	M	A	C	D	S	E	D	R	E	J	U
E	I	W	D	E	A	C	J	H	D	B	A	J	L	D	C	L	T	P	E	M	L	P	J	M	P	C	P	A	R
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A	C	C	I	O	E	A	C	T	A	C	T	J	O	U	O	P	O	A	C	P	E	A	N	T	A	C	Y	A	H
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A	L	Z	E	A	C	T	Q	C	A	P	I	T	A	L	C	O	S	T	A	S	T	O	T	T	O	B	H	A	S
C	P	S	L	P	U	G	T	G	L	F	D	D	Z	T	A	Z	D	A	N	I	N	V	I	T	O	R	R	R	E
A	E	L	E	X	P	T	A	T	C	A	P	P	T	N	P	A	C	E	D	S	T	A	N	A	A	T	M	N	S
A	R	A	G	R	O	S	T	E	A	S	T	E	T	E	I	B	A	C	I	N	C	E	C	H	S	E	E	T	S
E	I	W	N	E	E	X	P	E	N	S	E	S	I	M	T	N	E	N	S	N	C	M	O	E	A	C	T	A	C
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L	D	D	G	A	R	E	V	E	N	U	E	C	R	A	S	G	U	A	N	A	C	S	A	N	T	I	C	L	A
A	I	H	C	H	I	R	O	C	P	A	C	T	P	T	T	C	G	B	V	V	I	O	A	C	T	A	C	T	C
I	O	T	U	T	A	C	T	N	A	C	T	A	S	S	A	D	S	L	E	G	T	G	G	A	V	G	U	A	R
A	I	I	I	O	A	C	T	A	A	S	C	A	S	E	T	I	O	A	N	O	E	C	G	H	S	L	P	C	N
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S	A	D	I	O	E	A	C	A	A	E	A	C	R	O	M	A	C	R	O	J	A	N	C	E	A	C	C	E	A
F	E	N	N	T	A	C	T	B	A	S	C	T	G	C	E	L	A	T	R	L	L	A	H	B	T	O	F	C	E
I	T	W	W	E	X	A	Z	C	V	S	B	G	H	N	N	L	O	A	Y	C	P	R	T	A	C	G	H	A	C
I	T	A	C	T	A	C	T	L	I	A	B	I	L	I	T	I	E	S	C	A	P	T	T	L	L	A	L	T	C
A	C	C	O	R	T	A	C	T	K	L	O	G	H	T	I	O	O	M	U	L	I	A	B	T	T	T	L	I	E

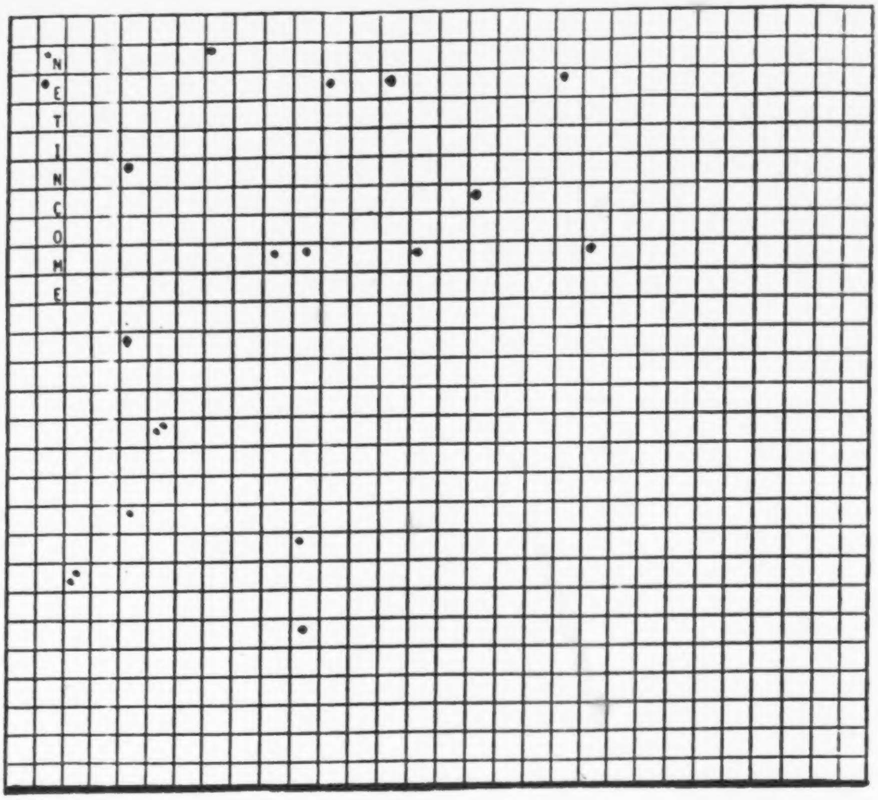
APPENDIX B

CRISSCROSS PUZZLE OF FINANCIAL STATEMENTS

This puzzle contains terms used in preparing financial statements. Can you place the listed terms in the diagram correctly?

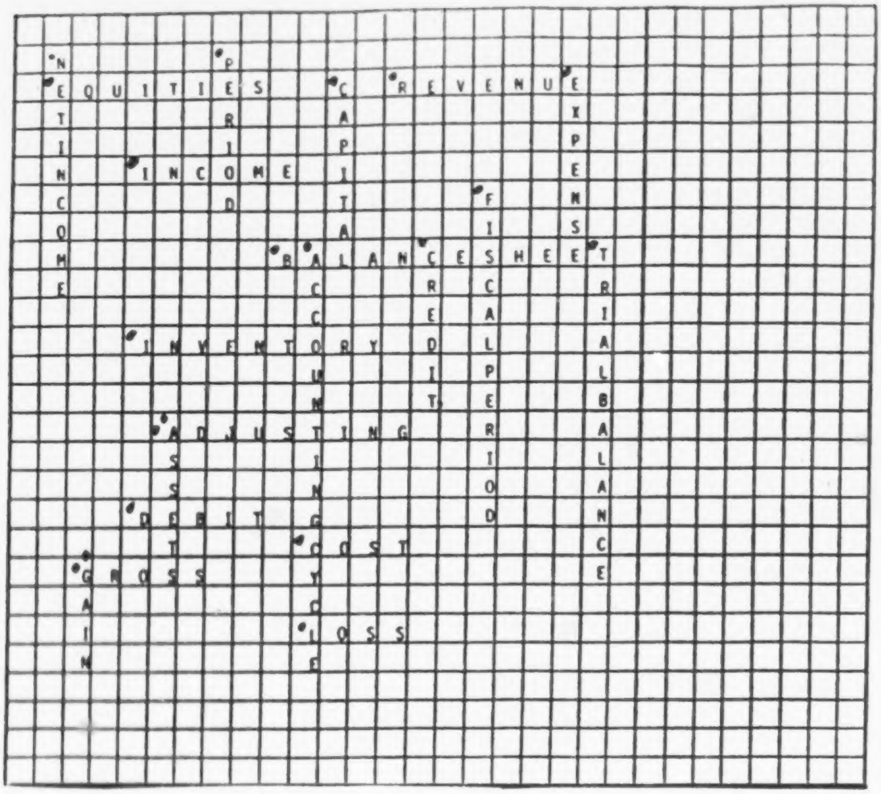
accounting cycle
adjusting
assets
balance sheet
capital
cost
credit
debit
equities
expense
fiscal period
gross
gain
income
inventory
loss
*net income
period
revenue
trial balance

*Net income is inserted as a starting point.



APPENDIX B

ANSWER KEY


NETINCOME
EQUITIES
PERIOD
CAPITAL
REVENUE
EXPENSE
INCOME
FISCALPERIOD
BALANCESHEET
ACCOUNTINGCYCLE
CREDIT
TRIALBALANCE
INVENTORY
ADJUSTING
ASSET
DEBIT
COST
GROSS
GAIN
LOSS

UNIT TEST

ACCOUNTING--FINANCIAL STATEMENTS

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement and write the letter that represents your answer in the space next to each statement.

Column A

_____ 1. Claims against assets of a business.

_____ 2. Length of time for which an analysis of business operations is made.

_____ 3. Report showing the revenue, cost, expenses and net income or net loss for a fiscal period.

_____ 4. Report that summarizes the changes in the owner's equity account since the beginning of the fiscal period.

_____ 5. Report showing what is owned, what is owed, and what a business is worth on a specific date.

_____ 6. Complete series of activities involved in double-entry accounting for a fiscal period.

_____ 7. Journal entries made to bring general ledger accounts up to date.

_____ 8. Journal entry that transfers a balance from one account to another.

_____ 9. Anything of value that is owned.

_____10. Amount that is owed.

_____11. What a business is worth.

_____12. Increase in owner's equity that results from the operation of a business.

Column B

A. Accounting cycle

B. Adjusting entries

C. Asset

D. Balance Sheet

E. Capital Statement

F. Closing entry

G. Equities

H. Expense

I. Fiscal period

J. Income Statement

K. Liability

L. Loss

M. Owner's equity

N. Profit

O. Revenue

_____13. Difference when the total revenue exceeds the total cost of operating a business.

_____14. Difference when the total costs exceed the total revenue.

_____15. Decrease in capital that results from the operations of a business.

B. DISCUSSION

Directions: Explain the function(s) of the following accounting financial statements. Use complete sentences.

1. Trial balance

2. Income statement

3. Balance sheet

C. PROBLEM

Directions: The ledger accounts of the Scott's Specialty Store on September 30 (use the current year) are given.

1. Prepare a trial balance. If your trial balance is out-of-balance, use the necessary steps to find errors in the trial balance.
2. Prepare an income statement. The ending Merchandise Inventory is $1,850.
3. Prepare a balance sheet for September 30. The new owner's equity amount is $4,080. Use the account form of balance sheet.

UNIT TEST continued

Accounts	Balance
Cash	$1,610.00
Accounts Receivable	230.00
Office Equipment	1,070.00
Merchandise Inventory	1,250.00
Accounts Payable	680.00
Hazel Scott, Owner's Equity	3,095.00
Sales	4,120.00
Purchases	2,460.00
Advertising Expense	150.00
Delivery Expense	300.00
Miscellaneous Expense	225.00
Salaries Expense	600.00

Income Statement

UNIT TEST continued

Trial Balance

ACCOUNT TITLE	ACCT. NO.	DEBIT	CREDIT

Balance Sheet

UNIT TEST

ANSWER KEY

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement and write the letter that represents your answer in the space next to each statement.

Column A

G 1. Claims against assets of a business.

I 2. Length of time for which an analysis of business operations is made.

J 3. Report showing the revenue, cost, expenses and net income or net loss for a fiscal period.

E 4. Report that summarizes the changes in the owner's equity account since the beginning of the fiscal period.

D 5. Report showing what is owned, what is owed, and what a business is worth on a specific date.

A 6. Complete series of activities involved in double-entry accounting for a fiscal period.

B 7. Journal entries made to bring general ledger accounts up to date.

F 8. Journal entry that transfers a balance from one account to another.

C 9. Anything of value that is owned.

K 10. Amount that is owed.

M 11. What a business is worth.

O 12. Increase in owner's equity that results from the operation of a business.

Column B

A. Accounting cycle
B. Adjusting entries
C. Asset
D. Balance Sheet
E. Capital Statement
F. Closing entry
G. Equities
H. Expense
I. Fiscal period
J. Income Statement
K. Liability
L. Loss
M. Owner's equity
N. Profit
O. Revenue

N 13. Difference when the total revenue exceeds the total cost of operating a business.

L 14. Difference when the total costs exceed the total revenue.

H 15. Decrease in capital that results from the operations of a business.

B. DISCUSSION

Directions: Explain the function(s) of the following accounting financial statements. Use complete sentences.

1. The functions of the trial balance are to prove the equality of the debit and credit balances in the ledger accounts and to provide information/data needed to prepare an income statement and a balance sheet.
2. The functions of an income statement are to record the revenue, expenses, and net income or net loss of a business's operations for an accounting period.
3. The functions of a balance sheet are to provide a record of the business's assets and a summary of the claims against those assets on a specific date.

   or

   The balance sheet functions to report what is owned, owed, and what a business is worth as of a given date.

C. PROBLEM

Directions: The ledger accounts of the Scott's Specialty Store on September 30 (use the current year) are given.

1. Prepare a trial balance. If your trial balance is out-of-balance, use the necessary steps to find errors in the trial balance.
2. Prepare an income statement. The ending Merchandise Inventory is $1,850.
3. Prepare a balance sheet for September 30. The new owner's equity amount is $4,080. Use the account form of balance sheet.

UNIT TEST continued

Accounts	Balance
Cash	$1,610.00
Accounts Receivable	230.00
Office Equipment	1,070.00
Merchandise Inventory	1,250.00
Accounts Payable	680.00
Hazel Scott, Owner's Equity	3,095.00
Sales	4,120.00
Purchases	2,460.00
Advertising Expense	150.00
Delivery Expense	300.00
Miscellaneous Expense	225.00
Salaries Expense	600.00

Scott's Specialty Store
Income Statement
For the Month Ended September 30, 19--

Revenue:		
Sales		4120 00
Cost of Merchandise Sold		
Merchandise Inventory, September 1, 19--	1250 00	
Purchases	2460 00	
Total Cost of Merchandise Available for Sale	3710 00	
Less Merchandise Inventory, September 30, 19--	1850 00	
Cost of Merchandise Sold		1860 00
Gross Profit on Sales		2260 00
Expenses:		
Advertising Expense	150 00	
Delivery Expense	300 00	
Miscellaneous Expense	225 00	
Salaries Expense	600 00	
Total Expense		1275 00
Net Income		985 00

UNIT TEST continued

Scott's Specialty Store
Trial Balance
September 30, 19--

ACCOUNT TITLE	ACCT. NO.	DEBIT	CREDIT
Cash		1610 00	
Accounts Receivable		230 00	
Office Equipment		1070 00	
Merchandise Inventory		1250 00	
Accounts Payable			680 00
Hazel Scott, Owner's Equity			3095 00
Sales			4120 00
Purchases		2460 00	
Advertising Expense		150 00	
Delivery Expense		300 00	
Miscellaneous Expense		225 00	
Salaries Expense		600 00	
		7895 00	7895 00

Scott's Specialty Store
Balance Sheet
September 30, 19--

Assets		Liabilities	
Cash	1610 00	Accounts Payable	680 00
Accounts Receivable	230 00		
Merchandise Inventory	1850 00	Capital	
Office Equipment	1070 00	Hazel Scott, Owner's Equity	4080 00
Total Assets	4760 00	Total Liab. and Capital	4760 00

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Class notebook
- Class participation grade
- Project grade
- Textbook and/or workbook problems
- Unit test--problem
- Unit test--theory

EQUIPMENT AND SUPPLIES

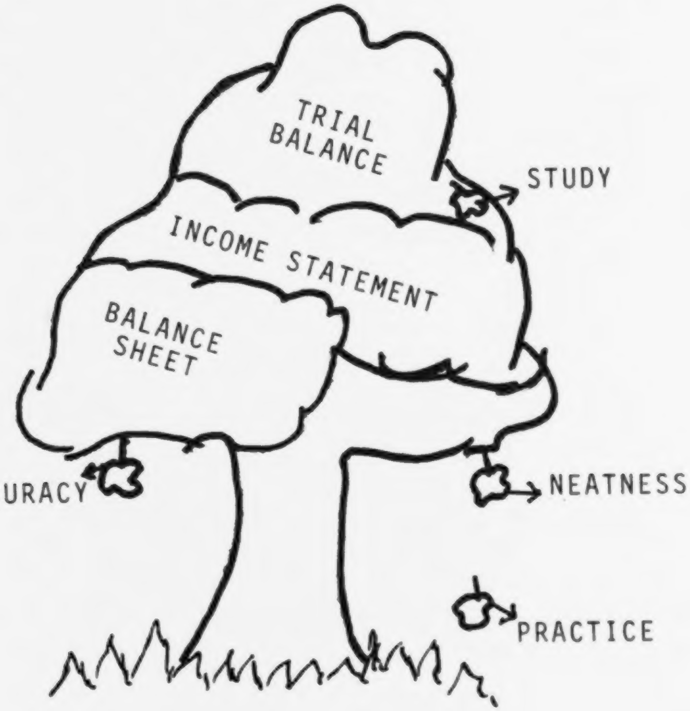
Student

Dictionary
Periodicals
Notebook
Textbook
Workbook (papers)
Poster Supplies
Practice Set
Bulletin Board Supplies

Teacher

Textbook and Manual
Overhead Projector
Slide Projector
Film/Filmstrip Projector
Transparencies
Slides
Films and Filmstrips
Bulletin Board Supplies
Prepared Cassettes
Forms

KNOW YOUR FINANCIAL STATEMENTS...


TRIAL BALANCE
STUDY
INCOME STATEMENT
BALANCE SHEET
ACCURACY
NEATNESS
PRACTICE

KEEPING YOUR ACCOUNTS IN BALANCE...

SUPPLEMENTARY MATERIALS

Filmstrips/Cassettes

Accounting Cycle, DX 967 (6 filmstrips)
Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

Periodicals

Business Exchange
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

Inc.
Reader Service Department
P. O. Box 92914
Rochester, NY 14692-9942

Journal of Accountancy
1211 Avenue of the Americas
New York, NY 10036-8775

T.H.E. Journal
Circulation Department
P. O. Box 364
Arlington, MA 02174

Today's Office
Information Exchange Dept.
P. O. Box 11716
Philadelphia, PA 19101

Simulations

Automated Accounting for the Micro Computer
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Records Management
MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10467

Slides/Cassettes

Net Income--An Accounting Game
MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10467

Software

(The) Computerized Billing Clerk--Acme Electric Co.
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Decision Making in Accounting, (available for TRS-80 III)
Gregg Division/McGraw-Hill
Order Services
1221 Avenue of the Americas
New York, NY 10020

Doing Business with SuperCalc
Syliex, Inc.
2344 Sixth Street
Berkeley, CA 94710

Doing Business with VisiCalc
Syliex, Inc.
2344 Sixth Street
Berkeley, CA 94710

Hamilton: Accounting Applications
(available for TRS-80 III)
Gregg Division/McGraw-Hill
Order Services
1221 Avenue of the Americas
New York, NY 10020

Microcomputer Activities for Recordkeeping
Houghton Mifflin
One Beacon Street
Boston, MA 02108

Microcomputer Oriented Accounting
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Sounds Abound
Houghton Mifflin
One Beacon Street
Boston, MA 02108

SUPPLEMENTARY MATERIALS continued

Transparencies

Accounting Educational Media
Transparencies for Overhead Projector, 1982
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Video Tapes

Accounting
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

RESOURCES

Baron, Harold, and Solomon C. Steinfeld. Practical Record Keeping. 2nd ed. Course 2. Cincinnati: South-Western Publishing Co., 1976.

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis. Practical Record Keeping. 5th ed. Course 1. Cincinnati: South-Western Publishing Co., 1981.

Bloom, Robert. "A Balance Sheet Approach to Teaching the Concept of Expenses and Revenue." Journal of Business Education, Vol. 53 January 1981, pp. 146-147.

Gray, Dahli, and Mary Alice Seville. Professional Notes: "In-Substance Defeasance: Altering the Shape of Debt Management." Journal of Accountancy, January 1985, pp. 100-107.

Huffman, Harry, and Jeffrey R. Stewart, Jr. General Recordkeeping. 8th ed. New York: Gregg Division/McGraw-Hill Book Co., 1981.

Lasselle, Richard C. Recordkeeping: The Total Concept. Boston: Houghton Mifflin Company, 1982.

Margolis, Neal, and N. Paul Harmon. Accounting Essentials. New York: John Wiley and Sons, 1972.

UNIT XII

FILING

INTRODUCTION

Filing of records is of central importance to any recordkeeper, because it provides a system for classifying, sorting and storing paperwork needed for future use. Knowing how to file is a skill needed by virtually every office worker and personal householder.

The purpose of the unit is to familiarize students with the three common methods of filing and to provide guided practice in the use of each.

COMPETENCIES

1. Become familiar with the three common means of filing records: alphabetic, numeric, and subject.
2. Practice filing by each of the three methods.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Apply alphabetic filing rules to arrange individual and business names.
2. Arrange numbered records in sequential and chronological order.
3. Use subject filing procedures to arrange records by topic.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test students will be able to list and explain three purposes for filing systems.
2. In class students will be able to discuss various types of filing systems including paper records, micro records, and computer memory.
3. On a written test students will be able to match filing terms with their definitions with at least 75 percent accuracy.
4. In class students will be able to categorize common business records as to the method of filing used.
5. On a written test students will be able to list the three basic rules for alphabetic filing.

6. Given a list of names on a written test, students will be able to write the names in indexing order and alphabetize them with at least 75 percent accuracy.

7. On a written test students will be able to list three advantages of numeric filing as compared to alphabetic filing.

8. Given a mock numeric file system on a written test, students will be able to file numeric documents in the correct drawers, with at least 75 percent accuracy.

9. In class student will be able to arrange a series of dates in chronological order.

10. In class students will be able to devise an original subject file arrangement which incorporates all members of the class. The system must include at least three subject categories.

11. Given a list of common collections of records on a written test, students will be able to determine which filing system is used: alphabetic, chronologic, sequential, subject, subject/alphabetic, or subject/numeric/alphabetic.

METHODOLOGY

Because filing is a skill that is basic to many occupations as well as to day-to-day consumer activities, this unit takes a very practical approach. Common examples of filing systems are used to illustrate the various methods. Games, simulations, and interviews are included to enrich the content covered in the teacher's lectures.

SUGGESTED INTEREST APPROACHES

1. Visit a centralized filing department of a local business.
2. Prepare posters illustrating the various filing methods.
3. Complete computerized filing activities, using prepared software.
4. Complete a filing simulation.
5. View audiovisual aids illustrating good filing procedures.

UNIT OUTLINE

FILING

I. Introduction to Filing

   A. Purposes of filing systems
   B. Types of filing
      1. paper records
      2. microfilm, microfiche, and microphotography
      3. computer memory
   C. Terminology
   D. Methods of filing

II. Alphabetic Filing

   A. Procedures
   B. Rules
      1. names of people are filed by last name
      2. nothing comes before something
      3. names of businesses are generally filed as written

III. Numeric Filing

   A. Procedures
   B. Types
      1. sequential
      2. chronological

IV. Subject Filing

   A. Procedures
   B. Combination filing systems
      1. subject/alphabetic
      2. subject/numeric/alphabetic

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. On a written test students will be able to list and explain three purposes for filing systems.

Subject Matter Content	Learning Activities
Purposes of filing systems	1. View a film/filmstrip on file maintenance. 2. Discuss the reasons for maintaining files. 3. List in class notebook types of personal records one would need to file. 4. React to an interview with a records management specialist.

---

2. In class students will be able to discuss various types of filing systems including paper records, micro records, and computer memory.

Subject Matter Content	Learning Activities
Types of filing	1. View audiovisual materials illustrating the various types of filing systems. 2. Prepare a bulletin board illustrating the types of filing systems. 3. Discuss the advantages and disadvantages of each type of filing system. 4. Write the types of filing systems in class notebook.

---

3. On a written test students will be able to match filing terms with their definitions with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Terminology	1. Working in pairs, design a word search puzzle with the terms in Appendix A.
	2. Exchange word search puzzles and locate terms.
	3. Discuss each term.
	4. Write the terms and definitions in class notebook.

---

4. In class students will be able to categorize common business records as to the method of filing used.

Methods of filing	1. List on chalkboard as many types of business records as possible.
	2. Decide how each type of record should be filed.
	3. View a transparency summarizing the three common filing methods.
	4. Write the methods and a brief description of each in class notebook.

---

5. On a written test, students will be able to list the three basic rules for alphabetic filing.

Subject Matter Content	Learning Activities
Alphabetic Filing Rules	1. Write rule No. 1 in class notebook.
	2. Begin textbook and/or workbook activity involving alphabetizing names of persons.
	3. Write rule No. 2 in class notebook.

4. Complete textbook and/or workbook activity involving alphabetizing names of persons.
5. Write rule No. 3 in class notebook.
6. Complete textbook and/or workbook activity involving the filing of business names.
7. Review rules on transparency.

---

6. Given a list of names on a written test, students will be able to write the names in indexing order and alphabetize them with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Alphabetic Filing Procedures and Rules	1. From a textbook list of names, prepare index cards with each name written in proper filing order.
	2. Arrange cards alphabetically.
	3. Exchange cards with a class member and check for accuracy.
	4. Scramble the cards; then rearrange them as quickly as possible. (This may be done as a game; students must try to beat their own time.)
	5. Complete an alphabetic filing simulation.
	6. Complete computer activities involving alphabetic filing applications.

---

7. On a written test students will be able to list three advantages of numeric filing as compared with alphabetic filing.

Numeric Filing Procedures	1. View a film/filmstrip illustrating numeric filing procedures.
	2. Discuss how numeric filing differs from alphabetic filing.

3. List in class notebook the advantages of numeric filing.

---

8. Given a mock numeric file system on a written test, students will be able to file numeric documents in the correct drawers, with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Numeric Filing Types sequential	1. Complete textbook and/or workbook activities involving arranging series of numbers from lowest to highest.
	2. Divide into teams and play the numeric filing system game. (Appendix B)
	3. Complete a numeric filing simulation.
	4. Complete computer activities involving numeric filing applications.

---

9. In class students will be able to arrange a series of dates in chronological order.

Subject Matter Content	Learning Activities
Numeric Filing Types chronological	1. Discuss chronological filing procedures.
	2. Write each student's birthday on a notecard.
	3. Time students as they arrange the birthday notecards in chronological order.
	4. Complete a textbook and/or workbook problem involving arranging dates chronologically.

10. In class students will be able to devise an original subject file arrangement which incorporates all members of the class. The system must include at least three subject categories.

Subject Matter Content	Learning Activities
Subject Filing Procedures	1. View a film/filmstrip illustrating subject filing procedures. 2. List on chalkboard common examples of subject files (i.e. Yellow Pages, library card catalog, recipe files). 3. Design an original subject file system with at least three categories which include all class members. (Appendix C) 4. Compare designs from preceding activity.

11. Given a list of common collections of records on a written test, students will be able to determine which filing system is used: alphabetic, chronologic, sequential, subject, subject/alphabetic, or subject/numeric/alphabetic.

Subject Matter Content	Learning Activities
Subject Filing Combination filing systems	1. View a film/filmstrip illustrating combination systems. 2. List examples of combination filing systems. 3. Complete textbook and/or workbook activities involving combination filing systems.

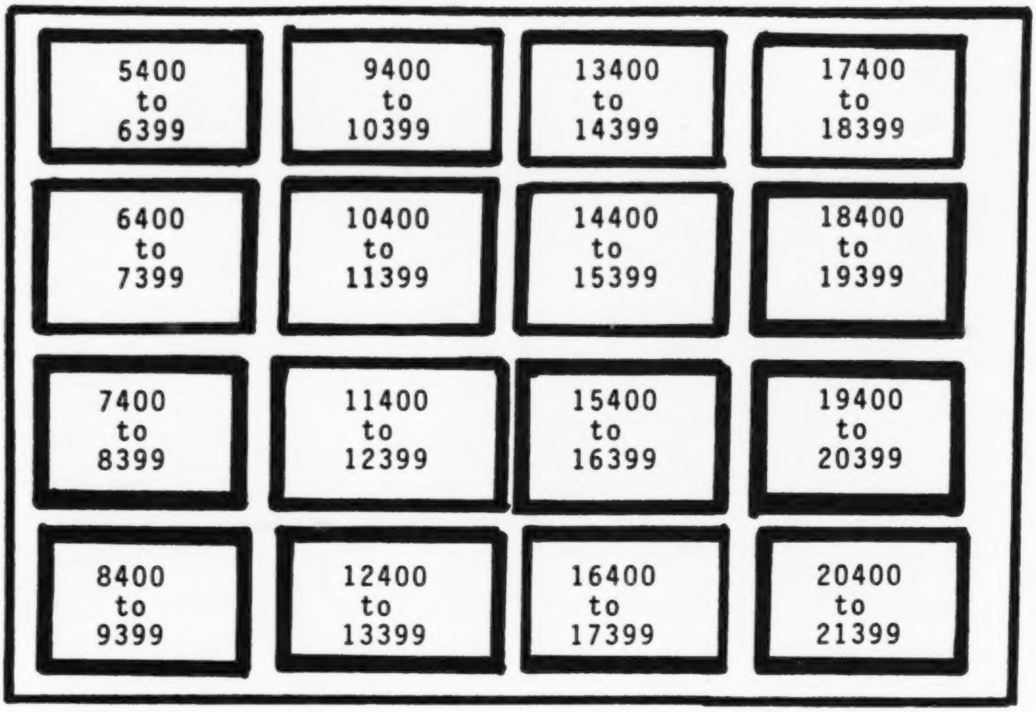
APPENDIX A

Alphabetic
Caption
Chronological
Coding
Combination systems
Computer records storage
Filing
Indexing
Microfiche
Microfilm
Numeric
Records Management
Retrieving
Sequential
Sorting
Storing
Subject
Transposing
Unit

APPENDIX B

NUMERIC FILING SYSTEM GAME

1. Make two identical poster boards attaching letter-size envelopes as illustrated below:


5400 to 6399
9400 to 10399
13400 to 14399
17400 to 18399
6400 to 7399
10400 to 11399
14400 to 15399
18400 to 19399
7400 to 8399
11400 to 12399
15400 to 16399
19400 to 20399
8400 to 9399
12400 to 13399
16400 to 17399
20400 to 21399

2. Prepare two identical sets of 3 x 5 index cards; print the following numbers, one per card. (Add to the list as desired.)

20035
14320
7436
10215
14428
5921
6401
9398
10500
18481
12823
7926
8210
19120
18003
14904
8990
13398
21221
19004
12186
7809
6925
5507

3. Divide the class into 2 teams. Shuffle each set of cards and place them face down on a desk at front of room. At a signal the first person from each team will take the top card off the stack and file it correctly on his team's file board. The next team member will do the same. The first team to correctly file all its cards wins. Points or a prize may be given.

APPENDIX C

POSSIBLE CLASS MEMBER FILING SYSTEMS

1. Arrangement by academic classification:
   Sophomore
   Junior
   Senior

2. Arrangement by month of birth:
   January
   February
   March
   April
   May
   June
   July
   August
   September
   October
   November
   December

3. Arrangement by hair color:
   Brunette
   Blonde
   Red

4. Arrangement by height: (or weight)
   Under 5'
   5' - 5'6
   5' - 6'
   Over 6'

5. Arrangement by home/neighborhood or community

6. Arrangement by eye color

7. Arrangement by favorite flavor of ice cream

8. Arrangement by homeroom assignment

9. Arrangement by age

10. Arrangement by number of brothers and sisters in family

UNIT TEST

FILING

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement in Column A and write the letter that represents your answer in the space provided.

Column A

_____ 1. Marking record with the caption under which it is to be filed.

_____ 2. Process of grouping, organizing and storing records for future use.

_____ 3. Records are arranged by name of person or business.

_____ 4. Recalling a record from the files.

_____ 5. Microphotography filing method in which records are stored on cards.

_____ 6. Name or number used to identify a record for filing.

_____ 7. Supervision of the creation, retention, and disposal of records.

_____ 8. Stores files on magnetic tape, magnetic disk, or cards.

_____ 9. Records are arranged numerically in order of lowest to highest.

_____10. Records are arranged by date.

Column B

A. Alphabetic System
B. Caption
C. Chronological
D. Coding
E. Combination System
F. Computer records storage
G. Filing
H. Indexing
I. Microfiche
J. Microfilm
K. Numeric System
L. Records Management
M. Retrieving
N. Sequential
O. Sorting
P. Storing
Q. Subject System
R. Transposing
S. Unit

_____11. Combines two or three methods of filing in one system.

_____12. Placing records in the files.

_____13. Microphotography method in which records are stored on rolls of film.

_____14. Changing the order of a name to last name, first name, middle name.

_____15. Each part of the name, subject, or number of a caption.

_____16. Selection of the caption under which a record is to be filed and selection of the order for the units.

_____17. Records are arranged by numbers rather than alphabetically.

_____18. Grouping similar files together according to their caption to expedite storing.

_____19. Records are arranged by topic or purpose.

B. ESSAY

Directions: Answer each item using complete sentences.

1. List and explain three purposes for filing systems.

2. List three advantages of numeric filing as compared with alphabetic filing.

3. List the three basic rules for alphabetic filing.

C. ALPHABETIC FILING APPLICATION

Directions:

1. Print the names below in proper indexing order.
2. Number them alphabetically in the space provided. (The first name alphabetically would receive a 1, and so forth.)

	Indexing order	Alphabetical order
Marcus D. DuFrene		
Jake L. Morrison		
Melissa Little		
Christopher R. Savoie		
Randall T. Daniel		
Adam Gaines		
Corey Michael Matherne		
Kayla R. Stinnett		
Anthony Comardelle		
Jessica Frickey		
Kenton Comardelle		
Matthew DuFrene		

UNIT TEST continued

D. NUMERIC FILING APPLICATION

Directions: A numeric filing system for a parts inventory business is illustrated below. Each block represents a file drawer, with the range of numbers found in each drawer shown.

A. 65-500 to 65-999

B. 66-000 to 66-499

C. 66-500 to 66-999

D. 67-000 to 67-499

E. 67-500 to 67-999

F. 68-000 to 68-499

G. 68-500 to 68-999

H. 69-000 to 69-499

I. 69-500 to 69-999

J. 70-000 to 70-499

K. 70-500 to 70-999

L. 71-000 to 71-499

Here is a list of stock numbers. Decide in which drawer each belongs. Write the letter of that drawer in the space provided.

1. 69-834 ____
2. 67-356 ____
3. 70-401 ____
4. 66-600 ____
5. 71-231 ____
6. 65-642 ____
7. 67-837 ____
8. 68-419 ____
9. 70-800 ____
10. 68-131 ____
11. 66-494 ____
12. 68-002 ____
13. 69-998 ____
14. 67-285 ____
15. 70-771 ____
16. 68-501 ____
17. 67-970 ____
18. 70-943 ____

E. FILING METHODS SUMMARY

Directions: Below is a list of various filing methods with a code beside each.

A- Alphabetic
C- Chronologic
SE- Sequential
SU- Subject
S/A- Subject/Alphabetic
S/N/A- Subject/Numeric/Alphabetic

For each example below, decide which filing system is most typical and write that code in the space provided.

_____ 1. Phone book Yellow Pages

_____ 2. Phone book white pages

_____ 3. Recipe file

_____ 4. Locating books on a certain topic in the library through use of card catalog.

_____ 5. A teacher's class lists file

_____ 6. An insurance company's policyholders file

_____ 7. An address file

_____ 8. An invoice file

_____ 9. An appointment file

_____10. A cancelled check file

UNIT TEST

ANSWER KEY

A. MATCHING

Directions: Using the list in Column B, select the term that best completes each statement in Column A and write the letter that represents your answer in the space provided.

Column A

D 1. Marking record with the caption under which it is to be filed.

G 2. Process of grouping, organizing and storing records for future use.

A 3. Records are arranged by name of person or business.

M 4. Recalling a record from the files.

I 5. Microphotography filing method in which records are stored on cards.

B 6. Name or number used to identify a record for filing.

L 7. Supervision of the creation, retention, and disposal of records.

F 8. Stores files on magnetic tape, magnetic disk, or cards.

N 9. Records are arranged numerically in order of lowest to highest.

C 10. Records are arranged by date.

Column B

A. Alphabetic System
B. Caption
C. Chronological
D. Coding
E. Combination System
F. Computer records storage
G. Filing
H. Indexing
I. Microfiche
J. Microfilm
K. Numeric System
L. Records Management
M. Retrieving
N. Sequential
O. Sorting
P. Storing
Q. Subject System
R. Transposing
S. Unit

__E__ 11. Combines two or three methods of filing in one system.

__P__ 12. Placing records in the files.

__J__ 13. Microphotography method in which records are stored on rolls of film.

__R__ 14. Changing the order of a name to last name, first name, middle name.

__S__ 15. Each part of the name, subject, or number of a caption.

__H__ 16. Selection of the caption under which a record is to be filed and selection of the order for the units.

__K__ 17. Records are arranged by numbers rather than alphabetically.

__O__ 18. Grouping similar files together according to their caption to expedite storing.

__Q__ 19. Records are arranged by topic or purpose.

B. ESSAY

Directions: Answer each item using complete sentences.

1. List and explain three purposes for filing systems.

   Retrieval: A filing system allows documents to be retrieved for future reference or action.

   Documentation: The maintaining of certain types of files is necessary for documentation of business, tax, and legal forms.

   Historical Record: A filing system provides an on-going historical summary of a business.

UNIT TEST continued

2. List three advantages of numeric filing as compared to alphabetic filing.
    1. The correct order of two numbers is easier to recognize than the correct order of two names.
    2. Filing rules are simple: arrange the numbers in order from lowest to highest.
    3. Numeric files are easy to expand; the alphabet has only 26 letters, while there is no limit to numbers.

3. List the three basic rules for alphabetic filing.
    1. Names of people are filed by last names.
    2. Nothing comes before something.
    3. Names of businesses and institutions are generally filed as written.

C. ALPHABETIC FILING APPLICATION

Directions:

1. Print the names below in proper indexing order.
2. Number them alphabetically in the space provided. (The first name alphabetically would receive a 1, and so forth.)

	Indexing order	Alphabetical order
Marcus D. DuFrene	DuFrene, Marcus D.	4
Jake L. Morrison	Morrison, Jake L.	10
Melissa Little	Little, Melissa	8
Christopher R. Savoie	Savoie, Christopher R.	11
Randall T. Daniel	Daniel, Randall T.	3
Adam Gaines	Gaines, Adam	7
Corey Michael Matherne	Matherne, Corey Michael	9
Kayla R. Stinnett	Stinnett, Kayla R.	12
Anthony Comardelle	Comardelle, Anthony	1
Jessica Frickey	Frickey, Jessica	6
Kenton Comardelle	Comardelle, Kenton	2
Matthew DuFrene	DuFrene, Matthew	5

D. NUMERIC FILING APPLICATION

Directions: A numeric filing system for a parts inventory business is illustrated below. Each block represents a file drawer, with the range of numbers found in each drawer shown.

A. 65-500 to 65-999

B. 66-000 to 66-499

C. 66-500 to 66-999

D. 67-000 to 67-499

E. 67-500 to 67-999

F. 68-000 to 68-499

G. 68-500 to 68-999

H. 69-000 to 69-499

I. 69-500 to 69-999

J. 70-000 to 70-499

K. 70-500 to 70-999

L. 71-000 to 71-499

Here is a list of stock numbers. Decide in which drawer each belongs. Write the *letter* or that drawer in the space provided.

1. 69-834 I
2. 67-356 D
3. 70-401 J
4. 66-600 C
5. 71-231 L
6. 65-642 A
7. 67-837 E
8. 68-419 F
9. 70-800 K
10. 68-131 F
11. 66-494 B
12. 68-002 F
13. 69-998 I
14. 67-285 D
15. 70-771 K
16. 68-501 G
17. 67-970 E
18. 70-943 K

E. FILING METHODS SUMMARY

Directions: Below is a list of various filing methods with a code beside each.

A- Alphabetic
C- Chronologic
SE- Sequential
SU- Subject
S/A- Subject/Alphabetic
S/N/A- Subject/Numeric/Alphabetic

For each example below, decide which filing system is most typical and write that code in the space provided.

S/A 1. Phone book Yellow Pages

A 2. Phone book white pages

SU 3. Recipe file

S/N/A 4. Locating books on a certain topic in the library through use of card catalog.

S/A 5. A teacher's class lists file

SE 6. An insurance company's policyholders file

A 7. An address file

SE 8. An invoice file

C 9. An appointment file

SE 10. A cancelled check file

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Class notebook
- Class participation
- Simulations
- Textbook/workbook assignments
- Unit test

EQUIPMENT AND SUPPLIES

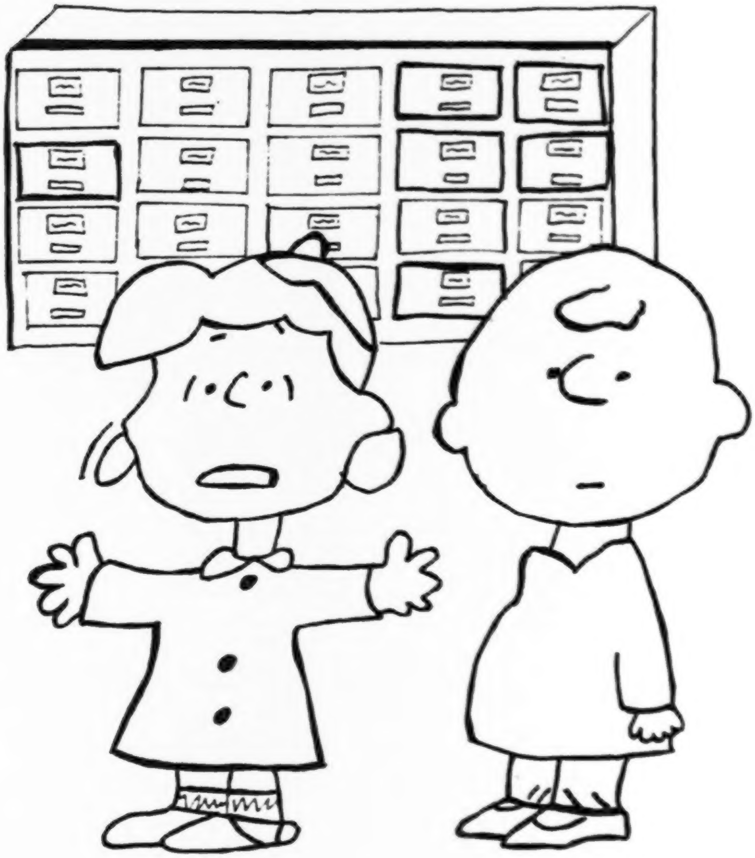
Student

Textbook
Notebook
Bulletin Board Materials
Index Cards
Simulations
Computers

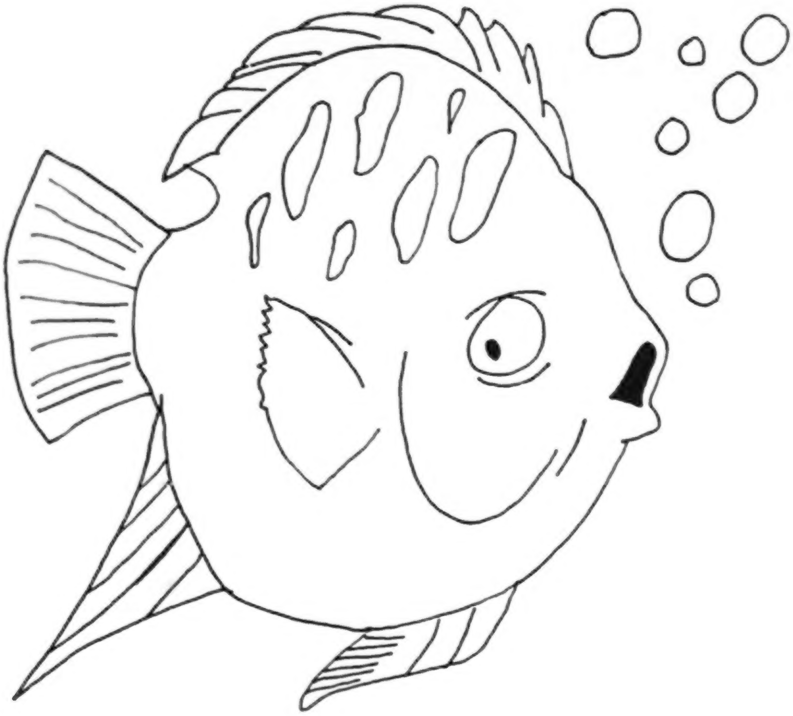
Teacher

Textbook and Manual
Overhead Projector
Transparencies
Film/filmstrip Projector
Films and Filmstrips
Bulletin Board Supplies
Game Materials

MY FILES ARE SO CONFIDENTIAL EVEN I DON'T KNOW WHAT'S IN THERE.



XII-23



LEARN TO FILE CORRECTLY.
IT'S NO FUN FISHING FOR FILES.

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SUPPLEMENTARY MATERIALS

Filmstrips

Filing Skills (2 color filmstrips, 2 cassettes)
Prentice-Hall Media
150 White Plains Road
Tarrytown, NY 10591

EOL Filing Course Filmstrips (25 filmstrips)
Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Periodicals

Information Management
101 Crossways Park West
Woodbury, NY 11797

Infosystems
Hitchcock Building
Wheaton, IL 60108

Modern Office Technology
1111 Chester Avenue
Cleveland, OH 44114

The Office
1600 Summer Street
Stamford, CT 06904

Office Administration and Automation
51 Madison Avenue
New York, NY 10010

Office Systems
P. O. Box 150
Georgetown, CT 06829

The Records Management Quarterly
4200 Somerset Dr. Suite 215
Prairie Village, KS 66208

Today's Office
645 Stewart Avenue
Garden City, NY 11530

Words
1015 North York Road
Willow Grove, PA 19090

Simulations

Alphabetic Filing Procedures, 2nd Edition
South-Western Publishing Co., 1981
11310 Gemini Lane
Dallas, TX 75229

Filing Made Easy, 2nd Edition
Houghton Mifflin
13400 Midway Road
Dallas, TX 75234

Filing Personal Names
South-Western Publishing Co., 1974
11310 Gemini Lane
Dallas, TX 75229

Gregg Quick Filing Practice, 2nd Edition
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

Slides

Records Management (31 slides and cassette tape)
MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10022

Records Management Technology (slides and script)
John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10016

Software

Alphabetic Indexing Rules (TRS-80, Apple II)
South-Western Publishing Co., 1984
11310 Gemini Lane
Dallas, TX 75229

File Clerk (TRS-80)
Career Aids, Inc.
20417 Nordhoff Street Dept. U
Chatsworth, CA 91311

Microcomputer Activities for Office Procedures
South-Western Publishing Co., 1984
11310 Gemini Lane
Dallas, TX 75229

Texts

Baron, Harold, Solomon C. Steinfeld and Robert A. Schultheis.
Practical Recordkeeping, 1981
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Bassett, Goodman, and Fosegan. Business Records Control, 1981
South-Western Publishing Co., 1981
11310 Gemini Lane
Dallas, TX 75229

Huffman, Harry, and Jeffrey R. Stewart. General Recordkeeping
8th Edition, 1981
Hightstown: McGraw-Hill Book Company
S1
Hightstown/Princeton Road
Hightstown, NJ 08520

Lasselle, Richard C. Recordkeeping: The Total Concept, 1982
Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

Stewart, Jeffrey R., Judith A. Scharle, and Gilbert Kahn
Progressive Filing, 9th Edition, 1980
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

Textbook/Workbook

Alphabetic Indexing, 4th Ed., 1981
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Filing Business Names, 2nd Ed., 1983
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

SUPPLEMENTARY MATERIALS continued

Filing Names of People, 2nd Ed., 1983
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Number Filing on the Job, 1972
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Schubert, D. R., and J. A. Lee. Records Management Applications, 1983
John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10016

Stewart, Jeffrey R., Judith A. Scharle, and Gilbert Kahn.
Workbook Exercises in Alphabetic Filing, 1980
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

Transparencies

Records Management (50 transparencies)
National Instructional Systems, Inc.
P. O. Box 1177
Huntington Beach, CA 92647

Gregg Filing Transparencies Vol. I & II (56 transparencies)
Gregg/McGraw-Hill
P. O. Box 996
Norcross, GA 30091

RESOURCES

Brazeal, Jeannie. "Hardcopy Filing." Secretary, 43 (March, 1983), pp. 9-10.

Burford, Anna M., and Helen A. Northcutt. "Are Paper Files Obsolete?" Balance Sheet, 63 (February, 1982), pp. 177-180.

Cogswell, Evelyn S. Filing: A Course in Modern Methods for the Business Office. 2nd ed. Baltimore: The H. M. Rowe Co., 1984.

Flatley, Marie. Filing Systems for Information Management. New York: John Wiley & Sons Inc., 1983.

Johnson, Mina M., and Norman J. Kallaus. Records Management. 3rd ed. Cincinnati: South-Western Publishing Co., 1982.

Klein, Henry J. "Microfilm, the Computer and the Small Company." Records Management Quarterly, 18 (October, 1984), pp. 48-49.

Ricks, Betty, and Kay Gow. Information Resource Management. Cincinnati: South-Western Publishing Co., 1984.

Thomas, V. S., D. R. Schubert, and J. Lee. Records Management: Systems and Administration. New York: John Wiley & Sons, Inc., 1983.

Vorhaus, Louise. "Taking the Pain Out of Documentation." Office Administration and Automation, 45 (March, 1980), pp. 57-59.

Wallace, Patricia E. Records Management Applications. New York: John Wiley & Sons, Inc., 1983.